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# INTERGENERATIONAL EDUCATIONAL PARTNERSHIPS: A LIFETIME OF TALENT TO SHARE

## HEARING

BEFORE THE

## SPECIAL COMMITTEE ON AGING
## UNITED STATES SENATE

ONE HUNDRED FIRST CONGRESS

FIRST SESSION

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**BOCA RATON, FL**

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APRIL 24, 1989

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# INTERGENERATIONAL EDUCATIONAL PARTNERSHIPS: A LIFETIME OF TALENT TO SHARE

MONDAY, APRIL 24, 1989

U.S. SENATE,
SPECIAL COMMITTEE ON AGING,
*Boca Raton, FL.*

The committee met, pursuant to notice, at 1:12 p.m., in Spanish River High School, Boca Raton, FL, Hon. Bob Graham presiding.

Present: Senator Graham.

Dr. JOHNSON. Come to order, please.

On behalf of the Spanish River community, Hyatt School, our students, staff, and the community of Boca Raton, we would like to welcome you to Spanish River Community High School and this Senate committee hearing on volunteerism.

We believe that Spanish River is a very befitting place to have this since the school has received for 4 consecutive years the Golden School Award for Volunteerism.

With no further ado, I will now turn the hearing over to our U.S. Senator, Bob Graham.

## OPENING STATEMENT OF SENATOR BOB GRAHAM, PRESIDING

Senator GRAHAM. Thank you, Dr. Johnson. To the family of Spanish River, we appreciate your hospitality in allowing us to use this beautiful facility and in a community which has demonstrated such a commitment to volunteer action as the site for this important hearing.

We are convening this hearing under the auspices of the Senate Special Committee on Aging to hear about a subject that is important to our State, important to our Nation, a subject upon which I believe that Florida has a great deal of experience to contribute to the Nation, and that is the role of the older volunteers in our schools.

We have a number of students who have joined us. Particularly for their benefit, the purpose of this hearing today will be to gather testimony from individuals who have been directly involved or involved through their official positions in the volunteer programs that have brought so many citizens into the schools of Florida.

This testimony will then be accumulated, will be published, and will be part of the record when the Senate later this year considers legislation to make the Florida model of school volunteer action a national model.

We have with us today, in order to develop that record, panels of witnesses who ha e been chosen because of their personal experi-

ence and commitment to volunteer action. We will hear many perspectives on how schools and older citizens have worked together, the benefits which have been achieved by both.

We also have a special guest who does not know that she is going to be recognized, my wife, Adele Graham. Where is Adele?

I am very proud and recognize what a fortunate man I am to have shared the last 30 years with Adele. One of the things that I am most proud about is her commitment to expanding volunteer action in our schools.

While we were living in Tallahassee she visited each of Florida's 67 school districts on behalf of school volunteers. She has shared with me a number of her experiences and has been active as a State and national spokeswoman on behalf of the effectiveness of school volunteer programs. She has been a major force in my life and in our State on behalf of school volunteers.

Mr. MERENDA. Good afternoon, Senator Graham. My name is Daniel Merenda. I'm the executive director of the National Association of Partners in Education. As you know, we're the umbrella group for the National School Volunteer Program.

Before I'm up here in my official capacity to testify, I would like to take this opportunity to present you with a token of our esteem and appreciation. It is a partnership flag for your leadership on this particular bill and your involvement as a school volunteer. We have Teresa Brown here. She is the vice president of the student body, and Sheila Happazzo, who is the State youth volunteer award winner from Florida and the president of the Honor Society here at the high school, to present you with this flag.

Senator GRAHAM. Thank you very much for your participation in our hearing today and also for this beautiful flag which I will accept on behalf of thousands of school volunteers in our State and the many thousands more that we hope will be stimulated to direct participation in improving our schools. I know someone I'm going to ask to see that it gets good care.

The topic of this afternoon's hearing, intergenerational educational partnerships, could not be a more timely one. Florida students are reaping the benefits of the vast reserve of talent and skills and the efforts of Florida's older volunteers who will be paid off with a great return of their investment in a future generation of literate, employable, drug-free young adults.

It's also timely in that the Congress of the United States in 1989 is considering a variety of programs in order to encourage younger people to be involved in various forms of community service. I believe that one of the best ways to achieve that objective, encouraging younger people to share themselves, is to have had younger people exposed to senior volunteers. There is no better form of leadership than the leadership by example, the opportunity to observe the personal satisfaction of school volunteers that so many older Floridans are providing as a model within our schools of Florida.

Population statistics confirm the timeliness of these hearings. Our educational system is going to continue to need the support of school volunteers. Data shows that the number of single parents, disadvantaged, minority, non-English-speaking children in our

schools is going to continue to increase. These children are going to need extra help to become competitive in the world job market.

We all have a stake in assuring that our students are doing well and achieving to their potential. That is why an active volunteer program is vital to all of our futures.

Florida's senior citizens are a population that has been particularly effective and generous in school volunteer service. Not only do these volunteers keep their talents fresh and in use, they also take back to the community a better understanding of the needs, the concerns, and the opportunities for young people.

For example, here in this community Hy Regan is a former furniture dealer who lives in Deerfield Beach. He's been volunteering at Deerfield Park Elementary School for 12 years, averaging almost 5 hours a week. Hy is just one of approximately 70 senior citizens who are bussed from a condominium complex in Broward County to the school each week to share their skills and knowledge with the students, whether it is in assisting as a substitute teacher or tutoring special students one on one.

Hy, when asked about experience, said, "I get the satisfaction of seeing what I produce. We see the end results in the children and in their lives."

Florida's success with the development of intergenerational volunteer programs can and should be enjoyed by all States. To help accomplish this objective, I have introduced S. 382, the Business and Citizen School Volunteers of America Act. If Congress passes this legislation, the Federal Government would have a limited but meaningful involvement through carrying out the goals that are set forth in this bill.

I believe that this would help provide an important enhancement for our retirees and our public education system. Volunteer service represents an investment in human resources by the participants and the recipients. It is an important element in the life of the United States.

The volunteer programs that will be discussed today will focus on expanding opportunities for our older citizens to serve the children in their community schools and, thus, in our country.

One of the most effective ways to demonstrate the merits of volunteer action is to provide our students with exactly those types of role models. Working with professional administrators and teachers, senior volunteers are invaluable in providing students with individualized attention. These volunteers complement the instructional efforts of our teachers. This interest translates into improved student attitudes and academic performance.

Volunteers who have retired from business help to mend the gaps which have long existed between the home, the school, and the community. By bringing the knowledge and experience of the workplace into the classroom, these retirees can help American students prepare for future years and create a workforce which will have an edge in the international marketplace.

I'm especially proud of the spirit of senior volunteerism in our schools in Florida. Over 14,000 older Floridans volunteer every week in our Florida schools.

I'm also proud of the coordinators of these efforts. Since the State of Florida created a volunteer program in the State Depart-

ment of Education, the number of districts with school volunteer programs and the overall number of instructional volunteers has more than doubled.

I'd like to extend my thanks to all of you who have made these terrific programs work, for your dedication and gifts of time and effort. Special thanks are owed to those who are working in our communities and have also been very helpful in coordinating this hearing today.

I would particularly like to thank Ms. Sandy Barnes-McKelvin, the volunteer coordinator for Palm Beach County. Is Ms. McKelvin here?

We also have volunteer coordinators from other counties in Florida. I would recognize them and ask if they would stand as a group. From Dade County, Carole Renick; from Broward, Ann French; from Orange, DeeDee Schaffner; from Pensacola County, Peggy Pilcher; from Pinellas, Cam O'Brian; I've mentioned from Palm Beach County, Ms. McKelvin; and from Lee County, Emma Dunmire.

Would those coordinators please stand? Thank you very much.

As I mentioned earlier, we have been very fortunate to have had the hospitality of this wonderful high school. Dr. Johnson has assisted us and we have benefited by the efforts of the two assistant principals, Mr. Nathan Collins and Barbara Porsher.

I would like to thank Ms. Susan Able of our staff in Washington who has been representing our office on the Aging Committee and has been primarily involved in coordinating this hearing today. Thank you, Susan.

Would the members of panel one please come forward?

Panel one will give us perspective on school volunteer action, and particularly intergenerational educational partnership from the national, State, and local perspective. Representing the national perspective will be the Executive Director of the National Association of Partners in Education, Mr. Daniel Merenda, Dan.

Mr. MERENDA. Thank you, Senator.

Senator GRAHAM. If I could introduce the other members of the first panel and then ask if each of you would make your statements and then there will be questions.

Representing the State of Florida, the Assistant Commissioner of Education, Ms. Laurey Stryker. Laurey.

And, representing the Palm Beach County Schools as the designee of Dr. Thomas Mills, the Superintendent, is Dr. Daniels, Deputy Superintendent. Dr. Daniels.

Mr. Merenda.

## STATEMENT OF DANIEL MERENDA, EXECUTIVE DIRECTOR, NATIONAL ASSOCIATION OF PARTNERS IN EDUCATION, ALEXANDRIA, VA

Mr. MERENDA. Thank you, Senator.

The mission of our national nonprofit organization is to improve the quality of education in America through the promotion of effective partnerships and the collaboration of individual citizen volunteers, businesses, public agencies, community organizations, and the education community.

What we do is we assist school systems in recruiting, training, and placing volunteers in public schools throughout the country. We also work in partnership with many major national corporations and companies such as Kraft, Inc. and Walt Disney World companies here in Florida, where they provide a national recognition program for outstanding school volunteers.

On our Board of Directors, whose Honorary Chair is Mrs. George Bush, sit many national education and community and business leaders. As you know, Mrs. Adele Graham has served on our board in the past.

Our national membership consists of approximately 7,500 member programs in all 50 States, Canada, the United Kingdom, and the U.S. territories. Through our member programs, we represent approximately 2 million school volunteers.

The majority of our members are directors of school volunteer and business education partnership programs. They are full-time paid staff within school districts. They coordinate impressive numbers of volunteer and partnership activities in almost every major urban center in the country, and in many of the suburban and rural school districts in the country.

In Houston, TX, for example, there are some 20,700 volunteers providing over 1 million hours of service to the schools. These volunteers represent every walk of life. They are business men and women; they are older Americans, college students, parents, and community leaders.

They conduct vision and eye screening for those children entering kindergarten. They tutor in math and science and chemistry, in reading, art, music, and in many other academic areas.

In Boston, MA, some 4,200 school volunteers work with children in the public school system providing enrichment experiences in music, art, peace and justice issues, black history, colonial history, law-related education, drug and alcohol programs, multicultural studies and science.

Intergenerational programs are particularly effective in Boston where older Americans participate in oral history, advocacy, and other programs, both in the schools and in facilities for older adults.

Here in Dade County the number of volunteers exceeds 15,000, including 1,000 business partnership programs. There are volunteer programs in 272 of the Dade County's 300 public schools. They have school volunteer programs operating both before and after school involving children from all segments of the society.

As you know, Senator, the Dade County schools are not an exception here in the State. Your State reports over 140,000 school volunteers who are active on a regular basis in the State's 67 school districts.

A particular point, if we could get some of the other States in the country to replicate your activities here in the State of Florida in an organized fashion, we would be able to get many, many more people involved in a successful experience from working with young people.

Nationally our most recent surveys indicate that there are over 140,800 partnership programs and some 4.3 million volunteers that provide assistance to the Nation's elementary and secondary

schools. The statistical analysis of those numbers indicates that 33 percent of the people who are volunteering in the schools represent parents, but an impressive 24 percent, over 1 million, are older Americans who are actively involved in working with children in their schools. Some 21 percent are high school and university students, and another 18 percent represent the private sector.

Volunteers are active now in 79 percent of our Nation's schools. They are more active at the elementary level than they are at the secondary level.

Volunteer programs, contrary to public opinion, are not free. They do cost money. We found in our survey that the average expenditure by school districts was approximately $11,000. Of the money spent, some 30 percent is from the private sector and some 70 percent is from the public sector.

The rate on the return of that investment I believe is quite phenomenal. Some 50-to-1 is the return on investment. In Florida, for example, your reports indicate that for every 5 cents of State money—for every 5 cents of State money—spent on school volunteerism, the school volunteers are returning some $5.60 worth of effort, a fact that most of America's private sector would like to emulate, I'm sure.

But we've learned that to have a successful program, a successful organized school volunteer program, there are necessary common factors. Briefly, they are that you need strong, top-level support, schools that have superintendents and principals who are behind the program. We find that they need a written policy, a school board that will take the time and the energy to promulgate a policy of support for the volunteer program, outlining some of the requirements like volunteers working under the supervision of paid staff.

We find that successful programs have district coordination. You need a systemwide manager. The volunteer program is as difficult to manage as any other program operating within the elementary and secondary school system.

There is a concept that volunteer programs are going to somehow magically run themselves. That simply is not true. You need a full-time manager, someone who has those kinds of skills, those management skills to make the program work effectively.

Someone at the school level needs to be responsible for recruiting, screening, and assigning volunteers. This doesn't have to be a paid staff person; it could be a volunteer from the community, as it is here in Florida, or it could be an assistant principal or counselor.

Volunteer programs need people involvement. They focus on involving people, not on procuring money. We're not talking about raising money for book sales. We're talking about people from our communities working with children in classrooms across America.

The Gallup Poll of public attitudes toward public schools has shown in the past that people are more supportive of social institutions with which they have some involvement and direct contact. The volunteer programs operating in schools around the country is that avenue of involvement in the public schools, a way of not only letting parents play a substantive role in their children's education, but calling on community and involving the community in the effective education of the children who live in that community.

We find that volunteer programs need to provide training. School volunteers need orientation and training to work effectively with teachers. What most people don't understand, however, is that teachers need training in how to effectively manage school volunteer programs in their classrooms. Teachers need training in how to become a manager of human resources, how to call on that community, how to organize that community, and how to deliver instruction utilizing those resources from the community. Teachers don't get that kind of training at the university.

Finally, we've found that evaluation is a necessary component. Effective programs collect statistics. You are able to report the number of hours here because at the district level in every district in the State people are collecting hours and they are coordinating that, sending them on to the State, so that we can compile evaluations in terms of numbers and hours.

Senator Graham, I believe that your bill is important because it addresses these key factors for successful programs. It would provide State Education agencies and nonprofit organizations with a very small amount of money to provide training and management help to local school districts, Senate bill 382 addresses the need which local schools have in the area of planning, operating, and improving school volunteer programs.

Your bill would provide State education departments in States throughout the country with a small amount of seed money so that they could begin to coordinate the effort at the local level, much in the same way that the State of Florida has been able to do that.

Your bill would result in more effective and better organized programs at the local level. The bottom line is that children would be provided with role models to help them learn the values which this country believes in, the values of the work ethic, the values of right and wrong.

Senator, it's unfortunate that our society is becoming so very disconnected. Families are broken and scattered. Many young people today have no role models. Too many of them live in single parent families or in families where both parents are working. Children are coming home after school to no adult supervision, and teenage pregnancy is at an all-time high in America.

Many children do not have the benefit of grandparents or uncles or aunts who live nearby, so that the extended family has become very rare in our society.

Your bill is important because it will result in better organized volunteer programs which will reconnect children with their communities. It will reconnect communities with the children who live in those communities.

Thank you, Senator, for the opportunity to be here to testify before this committee on this extremely important issue.

[The prepared statement of Mr. Merenda follows:]

**Testimony Presented Before United States Senate**
**Special Committee on Aging**
**by**
**Daniel W. Merenda**
**Boca Raton, Florida**
**April 24, 1989**

Good afternoon, Senator Graham. It is a pleasure to provide testimony before the Special Committee on Aging on the growing importance of school volunteerism in America's public schools. As you know I am the executive director of the National Association of Partners in Education, the umbrella organization for the National School Volunteer Program. The mission of our national non-profit organization is to improve the quality of education in America through the promotion of effective partnerships and the collaboration of individual citizen volunteers, business, public agencies, community organizations, and the education community.

What we do is assist school systems in recruiting, training and placing volunteers in public schools. We also work in partnership with many major national corporations and companies such as Kraft Inc. and Walt Disney World Companies here in Florida, to provide national recognition for outstanding school volunteers. On our Board of Directors, whose honorary chair is Mrs. George Bush, sit many national education, community and business leaders. As you know, Mrs. Adele Graham is one such leader who has served on our Board of Directors in the past. Our national membership stands at approximately 7,500 member programs in all 50 states, Canada, the United Kingdom and the U.S. Territories. Through our member programs we represent approximately 2 million school volunteers.

The majority of our members are directors of school volunteer and business education partnership programs. They are full-time paid staff within school districts. They coordinate impressive numbers of partnerships and volunteers in almost every urban school system in the country, many suburban and many rural school districts. In Houston, Texas, for example, there are 20,799 volunteers providing over 1,008,556 hours of service to the schools. These volunteers represent every walk of life, they are: business men and women, older Americans, college students, parents and community leaders. They conduct vision and eye screening for children entering kindergarten, they tutor in math, science, reading, art, music and many other academic areas.

In Boston, Massachusetts 4,200 school volunteers work with children in the public school system providing enrichment experiences in music, art, peace and justice issues, Black history, colonial history, law related education, drugs, alcohol and drug awareness, multi-cultural studies, and science. Intergenerational programs are also effective in Boston where older Americans participate in interview, oral history, advocacy and other programs both in schools and in facilities for older adults.

In Dade County, Florida the number of volunteers exceeds 15,000 including over 1,000 business partnerships. There are volunteer programs in 272 of Dade County's 300 public schools. They have school volunteer programs operating both before and after school involving children from all segments of the society. As you know, Senator Graham, the Dade County schools are not an exception here in Florida. The state reports over 140,000 school volunteers who are active on a regular basis in the states 2,128 school districts.

Nationally, our most recent surveys indicate that there are over 140,800 partnership programs and over 4.3 million individuals who provide volunteer assistance to our nation's elementary and secondary schools. A statistical analysis of the 4.3 million dollars indicates that:

33 percent of this number represent parents
24 percent - older citizens
21 percent - high school and university students
18 percent - business men and women

School volunteers are active in 79% of our public schools, 88 percent at the elementary level and 60 percent at the secondary level.

Volunteer programs, contrary to public opinion, are not free. They do cost money. We found in our survey that the average expenditure by school districts was $11,000. Of the money spent, some 30 percent comes from the private sector, and another 70 percent from public funds. The rate on the return of that investment, I believe, is phenomenal, some 50 to 1. In Florida, for example, they report that for every five cents of state money spent for school volunteer programs volunteers contribute some $5.60 worth of service.

To have a successful program, we have learned that there are some necessary common factors. Briefly, they are:

**STRONG TOP LEVEL SUPPORT:** School districts who have superintendents and principals who are vocal and believe in community involvement seem to foster a climate where volunteer programs can grow and be effective. These education leaders usually provide a small budget to support the program.

**WRITTEN POLICY:** A formal written policy submitted to the board and adopted by the board of education supporting the program and outlining requirements, requirements such as volunteers working under the supervision of teachers and other paid staff is usually an effective measure.

**A DISTRICT COORDINATOR:** A system-wide manager is necessary. The volunteer program is as difficult to manage as any other program operating within the school system. There is a concept that volunteer programs will magically run themselves. That is not true. You need a full-time manager, someone who has those kinds of skills, to make the program work effectively.

**BUILDING LEVEL MANAGERS:** Someone at the school level needs to be responsible for interviewing, screening and assigning volunteers. This does not necessarily have to be a paid staff member, it could be a volunteer from the community or it could be an assistant principal or counselor.

**PEOPLE:** Volunteer programs focus on involving people, not procuring money. The Gallup poll of the public attitudes toward public schools has shown in the past that people are more supportive of social institutions with which they have direct contact and involvement. The volunteer program is an avenue of involvement into the public schools, a way of letting not only parents play a substantive role in the instruction of their children, but a way of getting those who otherwise have no direct contact with the public schools, those older Americans, those business people and adults with no children who only read about the things that are happening in education, more involved...more informed.

**TRAINING:** School volunteers need orientation and training to work effectively with teachers. What most people do not understand, however, is that teachers need training on how to effectively manage school volunteers in their classrooms. Teachers need training in how to become managers of human resources. They do not get that kind of training at the university level.

**EVALUATION:** Effective volunteer programs conduct an evaluation of the effects of the volunteer on students and teachers. Evaluation includes keeping statistical reports on the number of volunteers and the hours of service they provide.

Senator Graham, your bill is important because it addresses these key factors for successful programs. It would provide state education agencies and nonprofit organizations with a small amount of money to provide training and management help to local school districts. Senate Bill 382 addresses the need which local schools have in the area of planning, operating and improving school volunteer programs.

Your bill would result in more effective and better organized school volunteer and partnership efforts at the local level. The bottom line is that children would be provided with role models to help them learn the values which this country believes in such as the difference between right and wrong; the value of education and the importance of a good work ethic.

Senator, it is unfortunate that our society is becoming so very disconnected. Families are broken and scattered. Many young people today have no role models, too many of them live in single parent families or in families where both parents are working. Children are coming home after school to no adult supervision and teenage pregnancy is at an all time high in America. Many children do not have the benefit of grandparents or aunts and uncles who live nearby so the extended family has become much to rare in our society.

Your bill is important because it will result in better organized volunteer programs which will reconnect children with their communities. It will provide adult role models in the classroom, a caring adult who will take the time to listen to a childs problems and concerns and help the child to resolve those problems.

Interestingly, the volunteer programs which your bill encourages will also provide a mechanism by which older Americans can reconnect with their community through the children who live in it. These isolated older Americans will find new meaning when a child began to look to them to share the experiences they have lived over a lifetime. It is this reconnection of people which will build a stronger community and a stronger America.

Thank you Senator, for the opportunity to be here to testify before this committee on this extremely important issue.

Senator GRAHAM. Thank you, Mr. Merenda.
Ms. Stryker.

## STATEMENT OF LAUREY STRYKER, ASSISTANT COMMISSIONER OF EDUCATION, STATE OF FLORIDA

Ms. STRYKER. Good afternoon, Senator and guests. It's a pleasure for the Department of Education to come and really highlight a program that Governor Graham had been so successful in getting started in Florida and that his wife Adele had been so active in making it a reality with school districts.

I'm here really on behalf of Betty Castor who could not be here today because she's fighting very hard in our week of legislative decisions on the House education budget. So she is behind in Tallahassee and hopefully will be successful there.

In Florida there is a growing realization that the largest untapped resource of talent to assist in schools is our growing number of senior citizens. Florida has the fourth largest number of senior citizens of any State in the Nation and the highest percentage of the State's population is over 55.

With 18 percent of our residents over age 65, Florida has the highest concentration of elderly in the Nation. Senior citizens represent a tremendously underutilized resource.

Expertise of seniors could be shared in many ways to improve school administration, to enhance curriculum, and provide insights for the relevance of education to success in life. Because seniors are active in the political arena, including them in school activities increases their support for quality education.

Florida's intergenerational school volunteer program is designed to unite senior citizens and school children to enrich the lives of both. Older school volunteers working with teachers who request them can give children more individualized instruction. They give the teachers extra hours to teach. They lend an extra pair of eyes and hands, and they bring enrichment opportunities and expand the resources of the schools. They help the school to reach out to the community to create better understanding of school problems and develop support.

Older school volunteers provide role models for children and help them develop new and positive attitudes toward older people, along with an increased level of respect for the aged.

Today's housing patterns often minimize children's contacts with elderly people. Most instructional roles today are filled by young adults, and the mass media pictures young adulthood as the ideal state of being. Many children live far from their grandparents, thus are denied the attention, values, and traditions that in previous generations played an important part in the effective development of young children.

School districts are discovering that the presence of older school volunteers in the classroom has a beneficial effect on attitudes toward learning and behavior. Attendance improves when older volunteers come to the school and motivate for increasing learning.

The older school volunteer benefits, too. Older adults who have led busy and productive lives need to continue to feel that they are needed, that they can contribute to society, that they have the op-

portunity for accomplishment and commendation. They enjoy work that elicits their creativity and sense of responsibility. Older adults have a strong motivation for work which rises from satisfying internal needs for their own personal growth.

Florida has the only State school volunteer program that is supported by legislation, appropriation, and a State office to coordinate volunteer programs. Florida is a lighthouse to other States which frequently request information from our office about school volunteer programs.

More than 92 percent of Florida's schools have organized school volunteer programs. Of all the schools in the Nation with school volunteer programs, 40 percent of them are in Florida. One hundred forty thousand-plus school volunteers give more than 6 million hours, valued in our State at $61 million a year.

There are 30 percent more school volunteers than there are teachers, and there's an average of 1 volunteer in our State for every 12 students. The number of volunteers has increased 40 percent in the last 4 years, and the number of districts with school volunteer programs is six times greater now than when the Department of Education volunteer office was created in 1974.

There are almost 1,200 schools in which volunteers put in twice as many hours as there are students, and the number of districts with military volunteers jumped from 3 to 14 just last year.

Yet, with all this success, the senior citizen population remains virtually untapped. We know that while there are almost 3 million senior citizens in Florida, less than 1 percent are school volunteers. However, a recent AARP survey showed that 30 percent of senior citizens would like to be school volunteers.

That's why Florida's Education Department is asking our State Legislature for $100,000 in discretionary incentive grants this year. These grants could be used to reach out to senior citizens.

We're also recommending that the Legislature increase regular grants to the districts by $85,000. These grants will assist local school boards in establishing and expanding relationships with senior level organizations at the national, State, and local level, developing State and local intergenerational advisory committees to identify areas of common concern and interest that increase the effective use of resources to achieve our mutually beneficial goals and also identify effective partnerships, activities that can involve senior citizens, students, school administrators, and teachers.

We know that the legislative support of the school volunteer program has made a difference because legislation and appropriations were enacted in 1975. The number of districts with school volunteers has doubled, the number of instructional volunteers has doubled, and the number of schools with volunteer programs has doubled.

Florida gets more than its money's worth because for every nickel the State puts into school volunteer programs volunteers contribute $5.60 in services. And, here are a few examples of what volunteering means to the seniors:

Dr. Richard Dillman is a retired veterinarian who works with 15 at-risk elementary students. These youngsters and their senior mentor care for an orphan bull named Bumper and call themselves "Bumper's Buddies." The comradeship and caring of Dr. Dillman

and Bumper's Buddies have resulted in attendance soaring from 55 percent to 95 percent. Dillman says, "The response I've seen with these children has really elated me. If it works for 15 kids, there's no reason it can't work for 15,000."

Don Castor had retired to golf courses, fishing holes and gardening when he was struck with a debilitating illness. In his words, "I left the doctor's office and went home to bed to die. The head of the retired senior volunteer program suggested to my wife that I volunteer. In the beginning, I volunteered 3 hours a week. Today, I am volunteering 40 hours a week and (as he pushes his walker aside) . . . look at me. Look how healthy I am."

Janet Gross has given 1,700 hours of her time over the past year and a half. Gross helps in two second-grade classrooms and one third-grade. She helps students with their reading "seatwork" and math facts.

John Dodge, age 78, is one of the authors of a physics program. For the past 6 years, he has volunteered in high schools developing a lab section for the physics program and tutoring both teachers and students.

Taking advantage of the knowledge and special relationships that can develop between senior citizens and schoolchildren is what intergenerational volunteer programs are all about.

Programs that use the talents of senior citizens offer great potential, not only for opening new worlds to students but giving seniors a meaningful way of passing on knowledge to a new generation.

It's been a pleasure as I've gone around the State and heard some of these stories to realize what a significant effort and significant program intergenerational programs can mean to our students and our schools.

In Florida we are particularly challenged with the kind of growth we're having in our student population. We have some 76,000 new students that were planned for in Florida's schools. We're learning this week that that will top 80,000 new students in the State.

The possibility and opportunity to have volunteers in our schools is not only an enrichment to our schools, but the thing that will make the margin of difference for our schools to be successful for all our students.

Thank you, Senator.

## PROGRAMS

- The Adopt-A-Grandparent brings students into nursing homes, adult congregate living facilities and senior citizen centers in order to build caring relationships through the sharing of activities and time together.
- Senior Mentor for Creative Students links creative children with talented older adults for the purpose of creating a joint project which represent their mutual interests.
- Active Older "K"ontributing Specialists (AOK'S) seeks volunteers who will share their knowledge and expertise with our staff and teachers in coordinating specialized projects.
- The Law Advocacy Project is designed to connect adolescents with the elderly in an attempt to gain a mutual understanding of issues and concerns facing older adults and teenagers.
- The Listen to Children Program identifies and traines adults willing to listen to children who would benefit from a caring pair of ears and a special friend.
- Intergenerational Musical Programs join young and older musicians to form intergenerational choral, dance and instrumental ensembles. These groups rehearse together on a regular schedule throughout the year and perform for a variety of community and school functions.
- Intergenerational bowling league pairs senior citizen bowlers with elementary children to form bowling teams.
- Human/Animal Companionship Program brings young people, their volunteers, and small animals into nursing home facilities to provide companionship for the isolated, frail elderly.

## BENEFITS

While many of the positive outcomes of a given program will be unique, certain general benefits can be anticipated for youth, older persons, community agencies and organizations, and for the community-at-large:

- Increased understanding of life as an ongoing process in which aging is one natural component
- Improved self-esteem
- Dispelling myths and stereotypes of youth and age
- Encouragement for supportive, meaningful relationships between young and old
- Strengthening informal support networks
- Filling in the gaps that formal social services and families cannot fill
- Providing cost-effective programs that decrease competition for scarce funds and resources
- Promoting community collaboration, pooling resources, cooperative problem solving
- Using time and energy in meaningful involvement
- Sharing experiences and coping skills

Senator GRAHAM. Dr. Daniels.

## STATEMENT OF JAMES DANIELS, DEPUTY SUPERINTENDENT OF SCHOOLS, PALM BEACH COUNTY, FL

Dr. DANIELS. Thank you, Senator.

Superintendent Mills is in Tallahassee. As you recall, they have some festivities up there each year at this time.

I'm pleased to see your continued support for education. Last year the School Board of Palm Beach County was fortunate to have approximately 3,000 dedicated school volunteers who recorded more than 200,000 hours of service working directly with students. If the School Board had had to pay for the cost of this service, the cost would have been in excess of $1.8 million. While this is a vast contribution to education as well as a savings to the taxpayer of Palm Beach County, the real contribution to the students is invaluable.

Volunteers in our county are serving in the classrooms as academic tutors in the areas of math, science, and English. They are working as senior mentors with creative students who have special abilities and talents. They are working on vocational programs, our art programs and our music programs.

Many community members are serving in the business partnership program and the community resource volunteer program. Not only do the elementary, middle school, and high school students have volunteer programs, but the alternative education school receives the benefits of volunteers giving of their time and energy to assist our at-risk students to reach their full potential.

We have volunteer braillists transforming thousands of pages from textbooks into braille. We have volunteers working with handicapped children as swim coaches. Our local colleges send us volunteers to work in our schools. This year we have formed a partnership with United Way to begin a youth volunteer program so that young people in our district will learn the value of volunteerism.

The type of volunteer-related services goes on and on, but last year our youngest volunteer was 10 years old and our oldest volunteer was 89 years old. We did honor the 89-year-old at the School Board meeting and he's still active today in one of our elementary schools.

We have made tremendous strides in our local school volunteer program. We have received national, regional, and local awards. Our county this year produced four regional finalists and one national first runner-up in the National School Volunteer Program that was alluded to earlier sponsored by Kraft and Walt Disney. We have a State of Florida outstanding youth volunteer winner from the school that's hosting us today.

With all we've accomplished, we're only scratching the surface of the potential retired population of Palm Beach County. Last year, of the 2,700 volunteers, 500 are retired individuals. In our county over half of the population is 55 or older. I think Ms. Stryker alluded to 18 percent of the State; in Palm Beach County it's over 50 percent. So we have a vast untapped resource in this county, much more so than in many districts.

I believe that the school volunteer program must have Federal recognition and financial assistance. With additional resources, we can work more closely with one of our neglected areas, our migrant population. These children—and we're getting a larger influx, as you're well aware—need to acquire the most basic skills of communication in the English language.

Senator Graham, we are very proud of our school volunteer program. The benefits to our schools, community, and students are numerous.

Somebody else mentioned involvement of the senior citizens and having them buy into the process and be supportive of these institutions. We experienced that when we went for a bond issue for school construction, and in every precinct that consisted predominantly of senior citizens, we carried 60 percent or better of the vote. We think that's because the people believe in our schools and have gotten involved in the schools.

From the students, teachers, and staff of Palm Beach County, thank you for this opportunity to be a part of this Senate hearing.

Senator GRAHAM. Thank you, Dr. Daniels. I'm certain that the citizens here today will agree that you have provided some excellent oversight for this program which needs to be heard by the rest of America.

Before I turn to some questions, I would like to recognize some others who are with us today. In my opening statement I mentioned a Mr. Hy Regan of Deerfield Beach, and I understand that he is with us today. Hy, would you please stand up and be recognized?

Hy, I want to confess that this is not the first time that I have used you as a role model. When I spoke in the Senate at the time I introduced this legislation, you were one of those that I was very proud to specifically mention. Thank you very much for your contribution.

We also have some other coordinators of school volunteer programs: Ms. Maureen France from St. Lucie County—is Ms. France here?—Marge Power from Martin County. Marge, thank you for joining us. Charlie Eubanks from Clearwater High Point Elementary. He was the statewide School Volunteer Program's Advisory Council member.

I would like to pick up on one of the last points that you were making, Dr. Daniels, about some target populations. The Federal role in education has as one of its principles the identification of populations of at-risk students such as migrant students and the provision of special programs. That is based on recognition that these children are not evenly distributed across the country. They have special education costs and, therefore, it is appropriate that there be a special national awareness.

How do you see school volunteers as working specifically with migrant children or other populations of at-risk children who are receiving targeted Federal educational assistance?

Dr. DANIELS. I think the primary problem we have here, Senator, is that the location, the geographic location, of the at-risk students that are migrants and that are moving into our districts each day is not in close proximity to the volunteer source. So we have got a geographical problem there of matching them up and getting

either students to the volunteers or volunteers to the students, which has proven to be somewhat of a problem for us.

We don't have many migrants in this particular community, and we don't have many of the new students that are moving into our State in this particular community, but yet we probably have a large group of senior citizen volunteers that are located here. Somehow just the matching up, getting them into the remedial programs—it is, of course, much more acute in Dade County, as you well know.

Just coordination, supervision, and transportation I think would be the specific points that we need to work on.

Senator GRAHAM. Given the many benefits of school volunteer action, and particularly the role of older citizens in the schools, what have been some of the inhibitants in other States or individual school districts to expanding the program? I thought I knew a lot about this program, but I was surprised at the statistic, Ms. Stryker, that 40 percent of the school volunteer programs are in the State of Florida. I guess we ought to be proud of that, but the question of the national legislation is, how can we try to use our example to encourage others to establish these programs at a broader level?

What are some of the inhibitants that have kept school districts from doing so? Yes?

Mr. MERENDA. Primarily, there is a lack of awareness of the various roles that volunteers can and are playing in classrooms. It seems that not so many State educational leaders have the kinds of experience and knowledge that has been gained here in this State in terms of what one-on-one tutoring can do with volunteers who are trained working with students.

I think one of the biggest inhibitors or one of the biggest impediments is simply a lack of awareness of how effective volunteer programs can be when there is training and top level support.

I would say that that's probably the major reason why others have not followed the leadership here.

Senator GRAHAM. Ms. Stryker, would you care to comment on that?

Ms. STRYKER. I would say the experience of having coordinators at the district levels and having a State office to really help new districts get involved in volunteer programs, it has also given us the opportunity to take advantage of experimentation that's been done elsewhere.

Recently Florida has adopted the so-called Boston compact models in Florida compacts, which is a specific matching of at-risk students with business mentors and community mentors that, if the student agrees to attendance and performance in school, other job opportunities and even higher education is offered that student. Because we have those coordinators and the State expertise, we were able to identify new models quickly and get them out to the field, and that's made a difference to have that coordination.

Senator GRAHAM. One of the specific areas that is suggested in the legislation for school volunteers is in dealing with this very difficult problem of drug abuse by encouraging a higher level of awareness among students. Are there any examples that you're

aware of where school volunteers have worked specifically in programs targeted at drug abuse prevention?

Dr. DANIELS. We have a couple that are going on presently where volunteers are assisting with the Cities in Schools model which is aimed at at-risk students and dropout prevention.

Senator GRAHAM. There seems to be a disproportionate support for educational foundations or other political initiatives to help the schools. Could you elaborate on that, if you or any of the other panelists have examples of how the schools have benefited by getting increased public support through the volunteer program?

Dr. DANIELS. When we first proposed the bond issue back in 1985, which we successfully culminated in 1986, a lot of districts in the State and the Nation had had bond issues that were unsuccessful. Many people said that we were foolish to attempt it, but we've always been strong believers in getting the community into our schools. I think we have 21 community schools in Palm Beach County, officially designated. We always had a strong active participation with the condominium community and we've always tried to make them welcome in our schools.

We thought maybe we would try to turn that around and use them to our advantage, which we did. We had many senior citizens on our steering committee. We utilize them in helping us as part of our Speakers' Bureau. We just think that they had a good feeling about the school system, and they were probably much more supportive—they were more supportive of the bond issue—and we did a precinct-by-precinct analysis—than the precincts that contained people under age 55. We think Broward and Dade have kind of exported our model and gotten a little more involvement and they've had successful bond issues in recent years.

Senator GRAHAM. If you got a percentage of those two bond issues in Broward and Dade, you could——

Dr. DANIELS. We'd be fine.

Senator GRAHAM [continuing]. Make a contribution toward your school system.

Mr. MERENDA. The St. Louis public schools in St. Louis, MO, probably are the best example. For some 12 years they have been trying to get a bond issue through unsuccessfully. As most urban areas, their educational system is plagued with many of the problems that are inherent to large urban areas.

What the superintendent of schools did there was to organize a group of volunteers from the business community who went out to speak on behalf of the schools' need for the budget—rather than having school officials go out to campaign for increased funding, having volunteers from the community representing not only older Americans, but representing key factors like the business community. It is really quite an effective way.

They were able to pass an increase in the St. Louis schools which was very much needed. I think that's the strongest example that comes to mind.

Senator GRAHAM. Several of you discussed some of the initiatives which are underway in order to try to reach out and increase the number of senior citizens involved as volunteers in schools. I believe, Ms. Stryker, you indicated that that was a principal purpose of the requested appropriation before the Legislature.

What has your experience been of how to make this opportunity more known among older citizens and to give them the opportunity to participate as school volunteers. If you are successful with your request to the Legislature, what types of initiatives would you anticipate being undertaken?

Ms. STRYKER. Well, our initial initiatives, aside from our regular volunteer program, were really in the senior mentor program. This, for very small dollars, we were able to match senior citizens with school children.

Through that experience, we really identified a much broader opportunity and have put together an intergenerational task force to really look at the best opportunities for seniors and school children to relate, what are the communities of interest that they will share, the kinds of things that are most likely to be successful kinds of programs and opportunities that we can take advantage of?

Really, the State dollars will allow for some specialized efforts in reaching out and taking what this intergenerational task force is coming up with and take it out and export it to our 67 districts.

Senator GRAHAM. I want to thank each of you for your very helpful testimony today. You have been able to give us from your experience at all levels of educational governance, some important insights into how the programs that have been so successful achieve that distinction, and how we might now carry those good models to the rest of the Nation. I thank you very much.

The next panels will have a number of volunteers and in several instances students with whom they have been working. We have many more than we have places at our table. Therefore, what I would like to ask, first, for Dr. William Amey, who is a volunteer from Broward County, who is also accompanied by a student, Mr. Alok Shah, and Mr. Judd from Pensacola.

Dr. William Amey is a retired engineer from the Bechtel Corp., and has been working in Ely Magnet School in Pompano Beach. Alok is a student at the school. Mr. Ray Judd is retired from the Navy and is a volunteer in Pensacola.

Thank you very much. We would be very interested in hearing your personal experience.

Dr. Amey.

**STATEMENT OF WILLIAM G. AMEY, VOLUNTEER FROM BROWARD COUNTY AND RETIRED ENGINEER FROM BECHTEL CORP., ACCOMPANIED BY ALOK SHAH, ELY MAGNET SCHOOL, POMPANO BEACH, FL**

Mr. AMEY. Thank you, Senator.

I don't presume to represent every school volunteer in Broward County, but my personal experience may parallel that of other retiree volunteers.

Attached to the written material which I have submitted is some background information on myself to help you appraise my qualifications for comment. I won't take your time to do that.

I did not retire to loaf while waiting to deposit retirement checks, but rather to live and work by my own schedule for a change. I'm not a golfer and my right shoulder no longer permits

tennis. I play, but I do not wish to make a career of card games, and only a few hours a week are needed for my lawn work and gardening. It should be no surprise that my response to the volunteer program of the Broward County School System made me react like an old fire horse to the bell.

We retired school volunteers do not and cannot take the place of the regular teaching staff. We know that, and so do the teachers and the students. Instead, we bring the students the benefit of our real life experiences and training on a person-to-person basis. That is a luxury that is unavailable to full-time teachers already overburdened with too many bookkeeping routines and disciplinary matters.

We seniors can be somewhat like the grandparents that many of today's students seldom or never see. We are not necessarily smarter than either the teachers or the students; we have merely had more years in which to learn from our mistakes. We can help the students recognize that life's problems are, indeed, overcome by persistence rather than by flashy spurts of effort. We are living proof that a few mistakes now and then do not a lifetime make.

In turn, we are ourselves rewarded by working with alert young minds like that of Alok Shah who is testifying before you today. The students challenge us as much as we challenge them. They help us avoid the seniors' peril of mental inactivity. Included among our rewards are the words of sincere appreciation that we receive.

Unfortunately, only a few of us seniors ever learn about such volunteer programs or how and where to enlist. Newspapers devote much space for many weeks to miscreants like Bundy, but rarely find space for the scholastic achievements of students whose character promises some hope for the world in which our grandchildren will live.

A classic example is what we had here in Palm Beach County just a few weeks ago at the Florida State Science Fair for students. I challenge anybody to show me very much in the way of publicity in the media for that, nor did the public in general know that it could have gone to the Science Fair on any 1 of 3 days.

The beer ads and the exhaustive media sports coverage convey the impression that only the life of a well-paid athlete is worth achieving.

We seniors seek no new rewards nor publicity for ourselves. We believe, however, that Federal assistance is needed to fill the educational information responsibility which has been abdicated by the media. Senate bill No. 382 would be justified if it did no more than help alert more potential volunteers to the pleasure and importance of such work.

I have included in my written submission some hopefully helpful comments concerning minor changes that might be made in the proposed bill, Senator, but I see no useful purpose to be served by detailing those here.

I would like to have Mr. Shah have a chance.

Senator GRAHAM. Thank you very much, Doctor.

[The prepared statement of Mr. Amey follows:]

UNITED STATES SENATE SPECIAL COMMITTEE on AGING
Hearing at Boca Raton, FL 24 April 1989
**********

Good afternoon.

My name is William G. Amey, and I currently reside at 2916 NE 36 Street, Lighthouse Point, Florida, 33064. The attached biographical sketch of my career summarizes my credentials.

For the past four years it has been my privilege and pleasure to serve as a Volunteer Senior Mentor at Ely High School in Pompano Beach.

I do not presume to represent every school volunteer in Broward County, but my personal experience may parallel that of other retiree volunteers.

Along with Aristotle, I strongly subscribe to the concept that the human mind is not a vessel to be filled, but a lamp to be lighted. Many years ago I left the teaching profession because I wanted to light such lamps rather than saturate minds with "busy work". Subsequently, my employees and co-workers found themselves subjected to my personal kind of graduate school. They thrived on it, and five of my young colleagues have been elected Fellows in one or both of two widely respected technical societies.

Therefore, being at thattime in excellent health, I did not retire to loaf while waiting to deposit retirement checks, but rather to live and work by my own schedule for a change. I am not a golfer, and my right shoulder no longer permits tennis. I play but do not wish to make a career of card games, and only a few hours per week are needed for my lawn work and gardening. It should be no surprise that my response to the volunteer program of the Broward County School System made me react like an old fire horse to the bell.

We retiree school volunteers do not and cannot take the place of the regular teaching staff. We know that, and so do the teachers and the students. Instead, we bring the students the benefit of our real life experiences and training on a person-to-person basis. That is a luxury unavailable to full-time teachers already overburdened with too many bookkeeping routines and disciplinary matters.

We senior volunteers canbe somewhat like the grandparents that many of today's students seldom or never see. We are not necessarily smarter than either the regular teachers or the students; we have merely had more years in which to learn from our mistakes. We can help the students recognize that life's problems are indeed overcome by persistence rather than by flashy spurts of effort. We are living proof that a few mistakes now and then do not a lifetime make.

In turn, we are ourselves rewarded by working with alert young minds like that of Alok Shah who is testifying before you today. They challenge us as much as we challenge them. They help us avoid the seniors' peril of mental inactivity. Included among our rewards are the words of sincere appreciation we receive from the students, especially letters which close with "Thanks again, with all my respect." On such bases aging can be a highly rewarding and respectable process rather than one of sliding unchecked toward oblivion.

Unfortunately, only a few of us seniors ever learn about such volunteer programs or how and where to enlist. Newspapers devote much space for many weeks to miscreants like Bundy, but rarely find space for the scholastic achievements of students whose character promises some hope for the world in which our grandchildren will have to live. The beer ads and the exhaustive media sports coverage convey the impression that only the life of a well-paid athlete is worth seeking.

We seniors seek no new rewards nor publicity for ourselves. We believe, however, that Federal assistance is needed to fill the educational information responsibility abdicated by the media. Senate Bill #382 would be justified if it did no more than help alert more potential volunteers to the pleasure and importance of such work.

Nevertheless, I am personally concerned that some aspects of S.382, while well-intentioned, may actually impede the progress sought. My concern relates specifically to the role to be played by the proposed National Center for Leadership in School Volunteer and Partnership Programs.

As proposed in the title for the Center, the words "Leadership in" can and may be perceived as a license to dictate volunteer programs rather than help establish and expand them. Nothing would be lost , and adverse connotations would be avoided by deleting those words.

Sec.7(1) of S.382 implies that school volunteers may need further training. Most school volunteers are not likely to support or be attracted to that concept. They know very well their individual areas of expertise and generally accept assignments only where that expertise is useful. Very few would be interested in traveling to some centrally located facility for the "training" that some Center administrator deemed necessary. In contrast, however, persons nominated to coordinate proposed new programs may well benefit from carefully selected training, either at the Center or by the experienced coordinator of an ongoing and successful project. I therefore recommend deletion of only the words "school volunteers" from Sec.7(1).

School volunteers may not take lightly to evaluation of school volunteer programs by personnel of the Center as specified in Sec.7(3). They are more likely to support evaluation of active programs by the cognizant local school authorities, faculties and students. Therefore I recommend that the wording of Sec.7(3) be changed to read:

Prior exposure to Federally sponsored agencies convinces me that they tend to expand as much as possible into any budgetary vacuum. As now worded, Sec.8 of S.382 is an open invitation for such expansion. It also appears too generous for a fledgling operation of this type. It seems to me that the tasks now proposed for the Center can be handled for less than $1,000,000 annually. I therefore recommend change in the wording of Sec.8 to hold expenditures of the Center to ten (10) percent of the funds made available in the first fiscal year with a cap of fifteen (15) percent only when justified in later years.

In closing I ask that you please accept my sincere appreciation for this opportunity to express my views; and, that you overlook the poor quality of my typing.

WILLIAM G. AMEY

[ biographical sketch ]

Dr. William G. Amey was born and raised in Baltimore, Maryland. He was graduated [1935] from the advanced course of the Baltimore Polytechnic Institute. He subsequently received both his baccalaurate [1938] and his doctorate [1947] in electrical engineering from The Johns Hopkins University where he taught mathematics 1939-41. As a Naval Reserve officer, he served on active duty from September 1941 to December 1945, first as an electrical engineering instructor at the U. S. Naval Academy [Annapolis] and later as Assistant Section Head, Measurements and Components, U. S. Naval Research Laboratory. From 1947 to 1972 Dr. Amey was with Leeds & Northrup Company, retiring early from the position of Associate Director of Corporate Research. For the next two years he did private consulting [both technical and managerial] for technologically based companies. In 1974 he joined Bechtel Power Corporation where he served as Chief Control Systems Engineer in the design and construction of large fossil and nuclear power plants until his retirement in February 1983.

Dr. Amey was elected a Fellow of the Institute of Electrical and Electronics Engineers in 1967 and a Fellow of the Instrument Society of America in 1979. He is a graduate [1965] of the Executive Program in Business Administration, Graduate School of Business, Columbia University; has served as a member or chairman of various technical and managerial committees of both the IEEE and the ISA; and, from 1960-72 was a member or chairman of a variety of National Research Council panels advisory to the National Bureau of Standards.

Since his "final" retirement to Lighthouse Point, Florida, in 1983, Dr. Amey has received certificates or placques of appreciation from the Broward County School Board and one of its schools for service on one of the task groups in forming recommendations for a 5-year plan and for service as a "Senior Mentor" to creative high school students. Together with his wife Julie he has tried to assist both the authorities and the citizens of Lighthouse Point in the review of and recommendations for resolution of issues of concern to them.

Senator GRAHAM. Alok, please speak right into the microphone.

**STATEMENT OF ALOK SHAH, ELY MAGNET SCHOOL, POMPANO BEACH, FL**

Mr. SHAH. My name is Alok Shah and I go to Ely High School in Pompano Beach. I am a ninth grader in its pre-engineering magnet program. I worked with Dr. Amey on my science project in which I found the effect of light intensity on mealworm movement away from light.

I was not quite sure how to go about setting up and doing the experiment, so Mrs. Doris Walden, who is the magnet coordinator at Ely, gave me Dr. Amey's phone number. I called him, and we arranged to meet at school the following Monday. From then until the middle of December, when my project was due, Dr. Amey and I met for 10 to 20 minutes at least once a week.

During the first few meetings I explained to Dr. Amey what I wanted to do for the experiment, and he gave me ideas on what I would need for the project and how I should start it. As we got farther and farther into the experiment, he gave me more and more variables and thoughts to consider.

Dr. Amey helped me to complete the experiment in many ways, but did not do it by telling me exactly what to do and how to do it. Instead, he answered the questions I had about the experiment with questions and ideas of his own. He stimulated my mind and caused me to really think about what I was doing. I do not think my project could have been done as well as it was done without Dr. Amey's help and guidance and his stimulation of my mind.

Dr. Amey and I became good friends as we progressed into the experiment. He became someone I felt I could turn to if I had a problem of any kind. We shared a relationship that stemmed from the mutual respect I feel that we have for each other. I feel that more kids should have people who can not only help them in their science projects and experiments, but who can be a good friend also.

Senator GRAHAM. I would like, before Mr. Judd speaks, to say that one of the most exciting aspects of the volunteer program has been the involvement of the military, and particularly the military at the Pensacola Naval Air Station where literally hundreds of volunteers have participated and have provided an extremely valuable enrichment to the public schools of west Florida. I am very pleased that Mr. Judd can be with us here today to talk about his participation in that program.

**STATEMENT OF RAYMOND J. JUDD, TEACHER, ESCAMBIA COUNTY, FL**

Mr. JUDD. Thank you, Senator.

I'd like to begin by thanking you personally for making a positive change in my life, and I'll explain that.

In 1983 I was a Naval officer on active duty stationed at Corry Station in Pensacola, FL. I was preparing to retire, having completed 29½ years of service in the Navy. At that time a program called the Math and Science Initiative was begun, and they were canvass-

ing for volunteers to get involved in math and science in the schools of Escambia County.

Having considered at one time or another the possibility of being a teacher, but having some reservations about being somewhat older and having not been in contact with the young people for a long time, I felt as though that might be a safe way to find out—get my feet wet, if you will. So I did.

I volunteered and I was placed by the volunteer coordinator, Ms. Peggy Pilcher, at an inner city school in Pensacola to start up a Math Superstars Program.

By the end of the first year, I had 100 students in the program. I retired from the Navy. Even though I explained to the principal that I was no longer a Navy volunteer, he invited me back. He felt as though I knew the school, I knew him, and I knew the children. So I agreed.

At the same time I also made a career decision, and that was to enroll at the University of West Florida in elementary education. I ran the math superstars program for a second year at Weis Elementary, went to the University of West Florida, worked on my degree, and then volunteered to do some tutoring at a middle school and high school in Pensacola.

By the end of the 1984–85 school year, I had completed my education, received my degree in elementary education, to go with my degree in Russian language which was not very usable in an elementary school, and volunteered to work as an intern teacher at a school, a Chapter I intern. I did that for a year and was hired by the principal of the school at which I completed the internship. That's where I'm teaching now, fifth grade. I've been teaching since 1986.

To continue my volunteer role, I have run the Superstars Program at Edgewater school since I started teaching there.

I reacquainted myself with the Navy in the 1987–88 school year by being the lead teacher for a Saturday Scholars Program. We had 50 young sailors, soldiers, marines, and airmen come to the school eight Saturdays, and work with 50 of our fourth and fifth grade students.

It is very, very difficult to describe the bonding that occurred, and to quantify the gain for the students, the staff, and the community.

These volunteers were young people, slightly older than the gentleman to my left, who had completed their high school, joined the Navy, had bright prospects for careers, and were attending schools, Navy schools. They were successful students and successful Americans. We put them together with young students who may or may not have set goals for themselves yet and they provided tremendous role models.

In the 8-week period those students and volunteers became close friends, much as the two gentlemen to my left. Many of the students still correspond with their tutors, and this is 1½ years removed from their arrival at the school.

Parents of students in the school who know that I was the lead teacher for that program still ask me when the Navy is coming back. Unfortunately, the demand on the Navy in Pensacola is so great that it may not happen again in my lifetime. They only oper-

ate at two schools a year because of the limited availability of tutors and all the other things that go with the program. It may be 10 years before they come back to the school.

But at every school they go to, it's like the arrival of Santa Claus. They make a positive change in that school and they make a positive change in those students.

My only concern is that we don't get hung up with how much their students' test scores go up, or how much of an improvement they make academically. I saw changes in the students who were in my class, that I can't use a report card to say it made a difference of 4 points in their math grade or their language grade. It made a tremendous difference in how they felt about me, how they felt about the school, how they felt about the military, and how they felt about the people in authority in the school district in Escambia County.

They felt that people cared about them, not just teachers and not just their parents, but people they'd never met before from all over the United States who went into those classrooms and worked with those students. There's no way you can quantify that using test grades.

I'm sure a couple of years from now you may, in fact, see improved test grades as some of that self-esteem growth that they managed, translates into grades, but you can't do it today and I don't know if I could do it tomorrow, but I think someday you'll see it.

I certainly would encourage any county anywhere in the United States that has military bases located near them to tap that resource. I'm not just talking about the young people. I've had older Navy people with 10, 15, 20 years in the Navy, come into my school and work with students on computer literacy, on math, and on science, much as I did when I started my Superstar Program.

The difference in the students when they make the contact with that uniform is something to behold. It makes me proud to have spent 30 years in the Navy and even prouder to be an educator.

Thank you, Senator.

[The prepared statement of Mr. Judd follows:]

My name is Raymond J. Judd. I am currently employed as a fifth grade teacher in Escambia County. My involvement with volunteer programs began in the summer of 1983. At that time I was a Navy Cryptologist stationed at the Naval Technical Training Center, Corry Station, Pensacola, Florida. I was completing a Navy career that spanned 29 and a half years. Scheduled to retire in June 1984, I was beginning to weigh my options for a second career. I had a degree in Russian Area Studies from Vanderbilt University, and so many of the possibilities involved returning to school to brush up my Russian and then working in a field that required language training. One of those careers was in education. I had often thought I would like to teach, however, the older I got the less possible that dream seemed. I was primarily concerned that I would not be able to relate to young students and was not sure that I wanted to work with older ones. About that time the State, Escambia County and the Navy unveiled a program authored by then Governor Graham, called the Math and Science Initiative. It was tailor-made for someone who wanted to see if teaching was in their future. I signed on and was placed at an inner-city school to begin a math enrichment program for 4th and 5th graders called MATH SUPERSTARS. I was welcomed warmly by the principal, Robert Hatcher, and his staff. Over the nine months that followed the enrollment in the Superstars Program climbed to over 100. It was wonderful. At the end of the year I was named the school's outstanding volunteer (I was the only volunteer at that school) and invited back the following year. Despite having retired from the Navy I went back for a second program during the 1984-85 school year. At the same time I acknowledged my growing commitment to education by enrolling at the University Of West Florida in the Elementary Education program. While attending West Florida and running the Superstars program at Weis Elementary. I also volunteered to work in a pilot program for the university, called the Reach-Out program. Under the direction of Dr. Clara Jennings, the program established tutorial classes at Pensacola High School and Brentwood Middle School. The program proved so successful that it received a Federal Grant to operate in the 1985-86 school year.

During the 1985-86 school year I worked as a Chapter I intern teacher while completing my course work at UWF. The year long assignment led to a job offer for the 1986-87 school year, during which I completed my Beginning Teacher Program and received my certification as an elementary school teacher. My connection with the volunteer programs continued throughout those two years. The principal who hired me as an intern and later a classroom teacher, Dr. Virginia Abercrombie, had seen me the previous two years at the end of the year Volunteer Banquet as the Weis Volunteer. Once on her payroll, she asked me to start up a Math Superstars program for Edgewater. I began during the 1985-86 school year and have been doing it ever since, sometimes with the assistance of a parent volunteer. It has proven to be one of the best liked and anticipated programs in the school.

My next contact with Navy volunteer programs came during the 1987-88 school year. Edgewater was asked if they would like to host a Saturday Scholars program and Dr. Abercrombie quickly said yes. Just as quickly I volunteered to coordinate the program. It proved to be one of the finest, warmest experiences of my life. The interaction between the military volunteers and the students, many of them mine, was wonderful to behold. The curriculum focused on reading, math, computer skills, and library skills. The volunteers did a marvelous job of working with the students and helping them deal with the various requirements of the program. At the graduation ceremony I met parents I had never seen in the school before. It was a growth experience for all concerned, the school, the students, the parents, and the volunteers. During the 8 week program many of the volunteers came to know the family of their student as well as the student. Some still communicate with the student and his/her family.

Following the Saturday Scholars program I was able to obtain the services of two Navy Petty Officers as tutors on computer literacy for the 5th graders. By the end of the school year nearly 90 students had spent a half-hour on the Apple II computer running through the familiarization programs with these two Navy men.

In looking back over the last 6 school years and my contact with the Escambia County volunteer effort, I have many strong emotions. First I feel personal gratitude that a program such as the Math and Science Initiative existed at a time when I was struggling with a career decision. It helped me make the right decision. Next I feel gratitude for the way in which I was made to feel needed and wanted by the volunteer coordinator, Ms. Peggy Pilcher, and the receiving school, Weis Elementary. To feel that you are making a contribution is probably the most motivating factor. I also feel pride for the way the Navy has committed itself to supporting the education effort to the degree that it has done thus far. Finally I feel tremendous gratitude to the volunteers both civilian and military who have contributed their time and effort to help my students and others grow.

I offer only one word of caution. The benefits from programs like the Math and Science Initiative, Saturday Scholars and Project Pride are not always measureable through increased test scores. Much of the immediate growth may be in improved self-esteem which later will translate into better test scores. The programs are making a difference and should be continued and expanded where possible. I just hope that decisions about having them or not having them are made on the basis of helping our children and not just on the bottom fiscal line.

Senator GRAHAM. All three of you have made us proud to be Americans. What a wonderful statement of personal commitment each of you has made.

Dr. Amey, the relationship that you have had with Alok, has that been the principal part of your school volunteer activity?

Mr. AMEY. Yes. I am a senior mentor at Ely High School working mostly with the magnet program.

Senator GRAHAM. How many students like Alok have you worked with over the period that you have been at the school?

Mr. AMEY. Probably over the last 4 years, 4 or 5. I have forgotten precisely. But it's a one-on-one relationship and fairly intensive for a while.

Senator GRAHAM. I think one of the important parts of your testimony and Alok's is to demonstrate the variety of ways in which school volunteers can play a positive role as well as Mr. Judd's comments such as the organization of the group of exceptional science scholars in the elementary school.

Mr. Judd, we know of the outstanding work that's been done in Pensacola. In your experience of 30 years in the Navy, what could be done in order to encourage other Naval bases and other military bases to reach out to the community in the way that Pensacola has done?

Mr. JUDD. Well, I think we have been fortunate enough in the last few years to have the admirals, who have headed up the Naval education and training command, be strong supporters of Navy involvement in our communities.

I had the good fortune earlier this year to talk to a meeting of educators and military people, who met in Pensacola to discuss starting programs in the various Florida counties. I feel as though if it can be spread into other Florida counties through the military, they can also get the word to other States.

I think the key, Senator, is that in this State it's easy to be a volunteer because there are volunteer coordinators. If there hadn't been a Peggy Pilcher or a Math-Science Initiative, I might be out peddling pencils on a street corner. I got involved because somebody said to me, "We'd like to have you. You're needed some place." That's why I'm in the program. That's why I'm still teaching.

I think until the other States and communities can get people to interface with the sources of volunteers, we're not going to get anywhere. We have it in Florida and we may not have it anywhere else.

Senator GRAHAM. Mr. Judd, Mr. Shah, Dr. Amey, thank you very much for your outstanding contributions to your communities and the model that you're setting for the Nation. Thank you.

I would like to ask if Ms. Bea Fichman and Amy Billman would please be our next panelists.

Ms. Bea Fichman is a volunteer from Royal Palm Beach. She for 40 years was a braillist teaching at Temple Bethel University in Great Neck, NY. She has worked extensively as a volunteer in the Palm Beach County schools. She has with her today one of her students, Amy Billman.

Ms. Fichman.

**STATEMENT OF BEA FICHMAN, SCHOOL VOLUNTEER, FORMERLY ADMINISTRATOR, NOW PRESIDENT, VOLUNTEER BRAILLE SERVICES, INC., LANTANA, FL, ACCOMPANIED BY AMY BILLMAN, STUDENT, SANTALUCES HIGH SCHOOL, WEST PALM BEACH, FL**

Ms. FICHMAN. Thank you, Senator.

I am Bea Fichman, a volunteer and former administrator and now president of Volunteer Braille Services, Inc., of Lantana, FL in Palm Beach County.

Our office is in the Royal Palm School in Lantana. We are a nonprofit organization. Everyone participating in our program is a volunteer.

We work with the Palm Beach County School District in their Special Education Department, providing the unique services that the visually impaired students need to be mainstreamed into the public school system.

Without our volunteer services, the public school administration could not possibly afford to have the visually impaired student mainstreamed with the sighted children—the cost would be prohibitive. The child would have to go to a private school for the blind such as the one in St. Augustine, FL, at a cost that an average parent could not afford, or the child would have to be institutionalized and a life would be neglected and lost to society.

The trauma of blindness of a child in a family could be catastrophic. The mental anguish is unimaginable. Our voluntary services are absolutely essential to the ongoing education of the visually impaired child who chooses to go to a public school.

We provide the students with their textbooks in braille. We provide the special education teachers with the testing materials that they require to make sure that their students are progressing.

In Palm Beach County we have instituted a braille library to be used for extra curricular reading and for the book reports that are scheduled.

We also maintain a department for the teachers that make teaching aids that are so necessary to facilitate the learner and the teacher to complete their tasks. We have a thermoform machine which enables us to duplicate the work at hand, just in case more than one copy is needed. This thermoform machine for braille is equivalent to the Xerox machine for the ink print copies. We also teach braille to those who wish to learn. Our classes start in September.

My involvement in Florida is as of 15 years with Volunteer Braille Services. Prior to that, I was involved for about 30 years, reading to the blind and transcribing books for the Library of Congress, and working as a volunteer with Hofstra University in their Special Education Department.

It is said that when one gives of themselves, you are twice rewarded in the satisfaction of the service rendered. That is true of me, and I am certain that it applies to all the volunteers in no matter what capacity they serve.

When you see a child reading braille with her fingers and enjoying the story, it warms your heart that you had a hand in her accomplishment.

Amy Billman is one of our students who would like to tell you all about our services.

**STATEMENT OF AMY BILLMAN, STUDENT, SANTALUCES HIGH SCHOOL, WEST PALM BEACH, FL**

Ms. BILLMAN. Hello. I'm Amy Billman. I'm a ninth grade student at Santaluces High School. I have been involved with school volunteer programs basically all my life.

When I was a small child, I always received raised line drawings to color. I never knew where they came from. All I knew was that my teachers always had them available.

When I started elementary school, my textbooks were supplied by the county school system, but frequently workbooks were not available in braille or the correct textbooks were not shipped from Tampa. My teachers always came up with the correct materials that I needed. Where they came from, I did not know.

It wasn't until I was older that I realized that they came from the Volunteer Braille Services of West Palm Beach.

I was a Brownie and Girl Scout, and it seemed that everyone had a handbook and a badge book but me. The Volunteer Braille Services brailled both of these books for me, so that I could participate in troop activities like everyone else. It had always been important for me to be able to participate in activities like other kids.

Volunteer Braille Services has helped me to achieve my goals academically as well. In junior high I was enrolled in gifted classes. My English teacher advised my vision teacher at the beginning of the year what books we would be reading. Somehow we never read those books. The books that had been ordered for me were not needed; I needed other books on very short notice. The volunteer braillists came to my rescue again and I had the books as fast as they could get them to me.

In my music studies I have needed a lot of music brailled. The volunteer braillists have always gotten any materials that I have needed, whether it be research materials or pleasure reading. I feel that my education has been greatly helped by this volunteer organization. I know that there are many other students in Palm Beach County besides myself that have also benefited from the braille volunteers.

The county school system does their best in having materials readily available for my use, but sometimes the expected assignment gets changed, especially in honors classes. Without the backup that I have received from these great volunteers, I feel that I would not have succeeded as I have.

Ms. FICHMAN. Amy was very nervous, I want you to know.

Senator GRAHAM. Ms. Fichman, you and Amy have left us all with a sense of the wonder of human potential.

Ms. FICHMAN. Isn't that so.

Senator GRAHAM. What you have done, as you say, has a double reward. The sense of what you have contributed must be extremely warming to your soul.

Ms. FICHMAN. It is.

Senator GRAHAM. It was suggested earlier that maybe one of the roles that the National Government might play in school volun-

teers would be to attempt to use it exactly in the way that you were doing, which is to supplement, reinforce, and make more effective those national initiatives, whether they be for handicapped students, migrant students, or other groups that have been recognized as being at risk.

Do you have any thoughts as to how the Federal Government might encourage more volunteer action as it relates to students with educational handicaps?

Ms. FICHMAN. Well, we have found that we depend mostly on the senior citizens because when I first started, a lot of the young people were in the program, but not today. Today I think they're in the work force, most of the younger people.

In order to get more braillists to help us—we had 25 at one time; now we're down to 12. We can't seem to get any more. How can we do that? How can we get more people to keep this program going? It's difficult, but I really don't know. I think it's the senior citizens that we have to depend on.

Senator GRAHAM. When you moved from New York to Palm Beach County, how did you become aware of this program?

Ms. FICHMAN. I knew that there was a program at Temple Israel in West Palm Beach, and I immediately registered. I have been with them ever since.

I knew before I came to Florida that there was a program through the Library of Congress. They have a book which lists every single volunteer program in the Nation. I think there are about 278.

Senator GRAHAM. And you had been participating in a similar program in New York?

Ms. FICHMAN. That's right.

Senator GRAHAM. Possibly one role might be a more activist effort on behalf of the Library of Congress to alert individuals who, as yourself, are relocating at a point in life to the opportunities to continue volunteer action elsewhere.

Ms. FICHMAN. I think that's a very good idea. It's an excellent idea because they have the sources.

Senator GRAHAM. Ms. Fichman, thank you very much for your participation today. Thank you, Amy.

Next we have Ms. Maryon Freifelder, a volunteer from Miami Beach who is accompanied by Terrance Page from Miami Central Senior High School.

The cheering section that we have is some students from the Intergenerational Law Advocacy students at Miami Springs Middle School. Mr. Ron Bok is the principal. Is Mr. Bok here?

We have—oh, I'm sorry, Miami Central. I know what a serious error that was—Miami Central.

You're the Rockets, right? Miami Central Rockets.

Thank you for giving us your blastoff this afternoon.

Ms. Freifelder worked as Director of the Alcoholic Rehabilitation Program, municipal courts, City of Miami, FL, until her retirement. She has served as a member of the Silver-Haired Legislature for the past 6 years. Congratulations. She chairs the Dade County, Monroe Counties, delegation of the Silver-Haired Legislature. She has been serving, among other positions, on the advisory board for the Dade-Monroe area Agency on Aging.

Ms. Freifelder has been a member of the Florida Power and Light consumer advisory board for the past 7 years. She also serves as secretary of the board and executive committee of legal service; a member of the Dade County Public School's Intergenerational Steering Committee; has served as assistant State director; assistant State coordinator for AARP—Dade-Monroe Counties; executive board member of Senior Citizens of North Dade.

**STATEMENT OF MARYON FREIFELDER, VOLUNTEER, MIAMI BEACH, FL, ACCOMPANIED BY TERRANCE PAGE, STUDENT, MIAMI CENTRAL SENIOR HIGH SCHOOL, MIAMI, FL**

Ms. FREIFELDER. Thank you, Senator Graham.

In 1978, perhaps you remember, a group of public and elected officials in Tallahassee had a dream. From that dream, a seed was planted. You, your lovely wife Adele, and Bentley Lipscomb were three of the leaders.

This seed took root and it grew, and it produced fruit even though there were a lot of hardships down the way, a lot of disappointments. Today it's 11 years later, and you, Senator, Mrs. Graham, and Bentley, are witnessing three generations—in this audience—proof that the seed took root and has affected their lives.

This seed is producing. The Florida Silver-Haired Legislature is still trying to carry the message you taught us—that education is the key to good government and intelligent advocacy. You shared with us your wisdom, your talents, and you believed in us, 2 million senior Americans at that time in Florida. Many of the old-timers are still around, and this is why when the Law Advocacy Program pilot project was started, it was the answer to my dream.

I have been involved in many, many volunteer services, as you note, and I've looked deep and searched for answers, but there's one thing that's been missing as I've traveled down the road of volunteer services, and that was a freedom of choice, a freedom to choose the programs that gave me new challenges, that fill my dreams, and allowed me visions.

When Ramona Frishman called me—I've worked with her before—and she said, "Maryon, would you like to participate in the intergenerational programs?". She mentioned human-animal bond, which I'm also very closely associated with, but then she said, "Intergenerational Law Advocacy Pilot Project," this was my opportunity to share with Terrance and with others in this room today, with Ron Bok and the Middle School, some of those tools and those keys that you had given me.

I'm a widow. Two years ago when my first assignment was Miami Central High, they told me to go and just try to bridge the generation gap. Well, I want to tell you something, I think a lot of the generation gap is created by the news media, by competing groups, and statistics, because I haven't found that generation gap yet. Have you, Terrance?

We've bridged the gap. You taught us that the key to good government, is education, and good government should be fair and just for all people regardless of race, creed, color, age. So today I have found a new dimension in my life. When you hear Terrance give

his presentation, I think you'll realize why I'm so proud and honored to be a part of Connie Pino's class and Ron Bok's, and to share with Terrance, my partner and others, the things that I might have to offer.

When I started with the law advocacy program last year, there were 5 schools, 5 teachers, 300 students, and the elderly people. All of us are volunteers, including the teachers. They do this as extra curriculum. The students are volunteers.

This year when school opened there were 16 schools, 27 teachers, and 1,500 students waiting to be a part of the intergenerational law advocacy program.

This is proof—that there are fruits from the seeds that you planted in 1978. We will support your bill for intergenerational programs, and, believe me, when we work together, you've got power and we're going to help you pass your bills.

The day I walked into that classroom I didn't know I could bridge the generation gap, Ramona had said, "Just tell them a little about your life's story." I have quite a funny story and also a sad story.

So I walked into the classroom that day and I sat on the stool—I felt more comfortable on the stool Connie pushed up for me. I've always prefered to stand when I'm talking. I began to share a little bit of my life's story. After a few moments, I felt a warmth come into that room. I watched the eyes of the students and I began to see something that you don't find in text books. It's a language of the heart. We had opened lines of communication right off the bat.

I had friends, I was accepted. When I walked out of the school that day after two classes, Ms. Pino's classes, I had a new dream, a new challenge, and I knew I wasn't alone anymore. You see, at age 72 I have no family in the State of Florida. All my people and children are hundreds of miles away. So now I had a new family.

As I walked to my car in the parking lot, I said a little silent prayer to my Buddy upstairs, "Thank you for allowing me this great opportunity—the privilege to share a little bit of myself with others as I pass down the road of life."

Each day has been better. We're gaining and planning new projects. When you ask about volunteers and how do we get them, give them programs that are challenging, allow them a chance to share with youth, this is the beauty of the intergenerational programs. Let the seniors be an intricate part of the whole community.

As I told Ramona and Carol, "Don't put me in a pen and don't try to fit me in a slot. Let me be me. Let me share with you. When you need something, I'll be there to help and try to get it for you. But when you finish, let me know you care and let me be a part of this beautiful flower when it blooms." This is the answer.

Transportation problems have been a big hindrance to us in Dade County. We could have far more volunteers if transportation was provided. We have 58 seniors on the speaking list this year, but it's such a pity that, with all the moneys that the Government has put into transportation vans and buses for individual centers and for low-cost houses, that these vans can't be somehow utilized, to transport participants in Intergenerational programs. For 52 percent of the seniors like myself are living independently, own

their homes, but a large percentage do not have transportation or access to the schools.

They are being locked out of this system, and their talents are left untouched. These people are chomping at the bits to get involved. If we don't get them involved, motivate them into being active and useful, we're going to have more medical bills, more hospitalizations and more because good, rewarding volunteer work is medicine for a senior like myself.

Many miracles are taking place as a result of the intergenerational law advocacy project. Before closing let me share with you just one of them. During the first year at Miami Central High the students recognized the need for legal services with equal access for all people—especially the elderly and poor. They learned that many people had no knowledge of the legal service for the elderly funded by the "Older Americans Act". They had a vision, bring legal service and the elderly to their school for an all day workshop. They invited attorneys from Legal Service, the elderly and handicapped from a low cost housing unit and together they could learn about their rights under the law. They arranged for the transportation, convinced Church's Chicken to provide the lunch and together they learned about their rights and responsibilities under the law. By the end of the day each student had selected an adopted grandparent. They've kept in touch with their new grandparent by telephone, letters, and visits. When the Christmas season came, the students arranged a party for their new found friends, presents, Christmas carols and hamburgers and the students were the gifts the law advocacy classes gave their adopted grandparents. These students did more for the elderly of Covanent Palms than any medicine, doctor or service provider could ever do. To me this is a miracle.

Also, Miami Beach High, has sponsored a walk for bread. They walked around Flamingo Park, a dollar each round, to buy bread for the hungry, those that wouldn't have food over the weekend.

Killian High heard that there was a need for a senior center in Cutler Ridge. Their project is to start working for one, they've got their parents, the PTA, everybody working with the seniors—as a result of one presentation by Al Aferman of Gray Panthers. They are canvassing the neighborhood day and night, holding public meetings, and their goal is to build an intergenerational community center in Cutler Ridge. They'll do it; you watch them.

South Ridge High has started a joint jobs project with the junior high school kids and the seniors. This is their project.

Miami Central, Epwooth Village, a Methodist nursing and retirement home, has joined with Miami Central. The seniors at Epwooth Village are teaching the Nicaraguan children English and helping them adjust into society.

JFK students are conducting surveys, a needs assessment. That's another thing—I resent the thousands and thousands and thousands of dollars that are being thrown into surveys when we've got students who have conducted some outstanding surveys in their own neighborhoods. Why don't we utilze them to get moneys for the intergenerational programs and to fund projects they can do with their senior partner.

Last but not least, on May 20–23, at Florida International University, South Campus, Senator Jack Gordon is sponsoring an educational seminar which will be the kickoff for Florida's Silver-Haired Legislature's pilot project, their junior aides' program. We are training our junior aides. Hopefully, someday some of them will make it to the State Legislature, maybe to Washington, then we can look back and remember that we were the ones who tried to given them a little of ourselves; we shared because we really do care for all of the community and our great Nation.

Thank you.

### STATEMENT OF TERRANCE PAGE, STUDENT, MIAMI CENTRAL SENIOR HIGH SCHOOL, MIAMI, FL

Mr. PAGE. Good afternoon. My name is Terrance Page. I'm a student at Miami Central High School.

I would like to thank the Senator and his staff for inviting me and my peers to meet with you and tell you about a much-needed program.

We represent the Intergenerational Law Advocacy Program. We, the students at Miami Central, the lawyers from Legal Services of Greater Miami, and our beautiful and beloved senior citizens, have gotten together on a one-to-one basis and talked. We've held lunches and found out that we have a lot in common.

The lawyers from Legal Services have been there to tell us about our rights, what to expect, things we should watch out for, and other legal benefits we need to know.

Being with our senior citizens one-on-one, we became very emotional. We got a chance to see how they feel and hear what they have to say about how life is going for them.

Unfortunately, I have to come to tell you that it's not going too great. When something is not going great for our senior citizens—the people who brought us into this world, raised us, built great cities for us, worked hard to take care of us, to make sure that we have better than what they had, the people who paved roads for our cities, built businesses, corporations so that we may have jobs—then we ought to stop, to make sure that the last days of their lives are the best times ever. We ought to stop and provide transportation, build nice homes, make life easier for the ones with disabilities, take care of their health and safety needs.

These people should not have to worry about these things, but since they do, then it's up to us to make it a lot easier.

I wonder if we realize that there is nothing we can do to repay them for everything they've done for us. The least we can do is to take care of them.

Do you realize that we take better care of antique furniture, cars, old dogs and other animals than we do our senior citizens?

Think about it. I'll bet you if an antique piece of furniture gets scratched, it would be taken care of. If a car gets scratched or an old dog gets hurt or sick or another animal, it would be taken care of.

But when the elderly person needs someone to talk to, to handle their legal affairs without being cheated, when they need transportation, safety, love, it's not taken care of.

Yes, I know this is easier said than done. I never said it was going to be easy. So what we have to do is to work hard. That's what they did for us. We have to put our heads together to make things better.

There are a lot of problems in Miami with kids involved in crime, and one of the many reasons is role models. We don't have very many. Senior citizens are perfect for role models. I feel that in order to bridge the huge gap between us, we have to help them so that they can help us.

I challenge all citizens of the United States to go out of their way to take that extra step, to take that extra mile, to make life easier for senior citizens, so that they can help our teachers, schools, and communities, so that we can make our cities, States, and country a better place to live.

Let's not waste precious time and energy that our community desperately needs. There are a lot of senior citizens that would love to spend time with our students.

What makes us think that after all this time we can just push them aside and still have a great city or a country? It's impossible.

You know, it's like driving out into the desert in a car with your friend and then dropping you off—you're in bad shape. There's nothing you can do but walk, and imagine all the time that's lost.

What I'm trying to say is we need our senior citizens. Without them, we would not know where we came from. If we don't know where we come from, how can we tell how far we can go? You see, we have to learn from the past. There's no better person to teach us about the past than our senior citizens.

If we learn from the past, it helps us in the present and it prepares us for the future. Without our senior citizens and that experience, that know-how, that being there, we have no past. Without a past, we have no meaningful present. Without a meaningful present, there is no hope for the future.

So, please, help us bridge this gap. So, please, help us build a bridge over the gap of turmoil for our mothers, our fathers, grandparents, and great grandparents. Help our senior citizens. It is something that needs to be done; it's going to be done, but we need your help.

Thank you.

Senator GRAHAM. Terrance, from the viewpoint of a student, could you tell us something about how the Law Advocacy Program has functioned and what the role of volunteers has been?

Mr. PAGE. Well, in our experiences we have gotten a chance to meet our senior citizens one-on-one, and we've learned, and it's making our education a lot more fulfilling. It's like—I think somebody said it's like supplemental, it's like a backup.

I feel like it is needed. It is really needed. We can help one another. They contribute to our community. We have a problem of just setting them aside, but we need them. We can't go on without them.

I wish that there was more we could do to help them. By helping them, we would be helping our community, which a lot of people don't realize.

The Law Advocacy part is we found that a lot of senior citizens don't realize what they are entitled to, the things they should be

looking for, and help that should be provided. We ask those lawyers to come in to tell us that, so that they can be aware. We have a lot of problems with people, as I said, cheating them of what they are supposed to receive and not telling them what they need to know. That's important. We can't have that.

Senator GRAHAM. So part of your program is to help older citizens understand what their legal rights are?

Mr. PAGE. Right. That's exactly right.

Senator GRAHAM. Ms. Freifelder, you've had a long experience in Florida in various activities. One of the questions or one of the issues that came up earlier was the fact that in communities which have had large numbers of senior volunteers, there is more support for education. Have you experienced that among the people with whom you have been working as a school volunteer and in the communities which have produced large numbers of school volunteers?

Ms. FREIFELDER. That we have more support for education funding?

Senator GRAHAM. Yes.

Ms. FREIFELDER. Yes, that's one of the beautiful things, I think, about the Silver-Haired Legislature—we have representatives from all of the senior groups under one umbrella. Therefore, we have more power to concentrate on the priority issues that effect all of us.

Since I've been in Florida, I've found that education has been one of the major issues of all groups—AARP, Gray Panthers, Silver-Haired Legislature and National Council of Senior Citizens. Most members of these groups come from professional backgrounds with a good bit of basic education. The majority of them have had a little bit of college, many of them are college graduates. A lot of them are from the older families of our country, and education has always been a high priority.

In Dade County, had it not been for the senior citizens the bond issue would not have passed. We passed it. There were more of us who got out and worked to get it passed—more of us in number than the middle-aged people with families.

Another concern I would like to mention. Owning my little home, as humble as it is, I pay school taxes, I pay big school taxes, even though I must survive on a fixed income. So why shouldn't we somehow or another tie the senior volunteer's service into the school system's budget, and provide funding, then we'd feel that we're getting part of our share.

You see, most of us are mothers or fathers. I have three children. There was no help when I was educating my children—I worked three jobs to educate them. One of them is a principal of an elementary school. There were no day care centers back then, so we want the people to have the added benefits we didn't have.

We don't mind paying the taxes, but just let us be part of the system—don't use us and then push us aside and call us again when you need us. I call it "picking our brains" and then acting as if we're not smart enough or something to sit and plan with you. In Dade County we are a part of the planning. We help them see the needs and the problems. We are the pulse of the community.

For all of our elected officials, what better thermometers can you have than the old and youth with the parents and the teachers in

between to help you find the needs and the concerns of our community and our Nation?

You know, Senator Graham, it is a disgrace the moneys that have been spent on directories, hotlines and surveys, duplicated over and over and over. In the last survey that was done by AAA counsel, it was found, 48 percent of the people 60 years and older were not even aware of Legal Services even though the Older Americans Act grants money to Legal Services for the service to the elderly. This is a disgrace.

Why? We've got to get our act together. We've got to get it coordinated. We've got to work as a team. We've got to share with each other the information that we learn rather than holding it close and saying, "I wish this," and then take all the credit. We've got to be a family.

Senator GRAHAM. Ms. Freifelder, Terrance, thank you very much for your excellent contribution.

Ms. FREIFELDER. And, thank you, Senator.

Senator GRAHAM. Mr. Carl Rowe and Robert DeJonge, please.

I want to thank the students from Miami Central for having participated. Best wishes for the rest of the school year. Go Rockets!

Mr. Carl Rowe is a volunteer from Safety Harbor. He is a retired chemical engineer. I understand, Mr. Rowe, that you're having a birthday later this week; is that correct?

Mr. ROWE. Yes.

Senator GRAHAM. Happy birthday.

Mr. ROWE. Thank you.

Senator GRAHAM. Mr. Rowe, could you please give us your experience?

**STATEMENT OF CARL H. ROWE, VOLUNTEER, SAFETY HARBOR, FL, ACCOMPANIED BY ROBERT De JONGE, STUDENT, EAST LAKE HIGH SCHOOL, TARPON SPRING, FL**

Mr. ROWE. First, I want to thank you, Senator, and your staff for inviting me here today. I'm delighted to be a part of this, representing at least a small portion of the Pinellas County school volunteer system.

I began working as a volunteer with just three students. That number grew to 11 during last year, and now I have some 21 students, both in middle school and high school level.

I work as a tutor and mentor, and I see, as our volunteer program expands in Pinellas County, it's a beautiful system where everyone wins.

The volunteer serves as a bridge between the student and the school and, in some cases, the parent as well. In a one-on-one situation, the student and volunteer can go into more detail and often resolve specific problems more effectively than can be done in the classroom. There the teacher must be concerned with the general needs of all his students, which may be 30 or more, in each of several classes.

A student can ask his volunteer what might be considered as "dumb question" without embarrassment and without fear of ridicule by his classmates. More important, when a student realizes

that his volunteer listens and cares, that student will try harder to improve.

There are thousands of students who need help and in Pinellas County there are hundreds of volunteers who do help. The system works . . . and we have countless examples to prove it. It works for the kids, and it works for we older volunteers too.

Volunteering helps us keep mentally active as older persons. Working with the younger generation helps us stay more flexible in our thinking, our attitudes, and our opinions, and that's important.

Being a school volunteer adds purpose to our lives. Though industry may no longer need us, it's nice to know the kids still do.

In the final analysis, even though we may have retired from our careers, I don't think the good Lord meant our brains to be retired at the same time.

Lastly, volunteering is fun and there's really no more joy than to watch a kid who has been struggling with an algebra problem suddenly come up, grasp the concept, and get the answer right.

So what does our school volunteer program accomplish? Quite a bit. Some specific examples:

I worked with one failing mathematics student who improved his grade from a D to a B to an A after he wrote "100" on his third month chapter test. That boy carried that test paper around until it was dog-eared in his shirt pocket.

Another student was not doing his homework, not joining in class discussion, flunking his weekly test. He got help. He buckled down to work. Two months later he was named student of the month—not bad.

Sometimes when a student falls behind in schoolwork because of illness, a volunteer can in a very short time help that student get back on track.

Then we have that exceptional student who is so advanced that normal class work just bores him. Does it sound familiar? Even if advanced classes are set up, this may not be enough to really stimulate or challenge this man.

So we set up a student-volunteer team. This interaction, this exchange of ideas—yes, this intergenerational relationship—profits both the young and the older. You'll notice I didn't say "old."

Consider, for example, an eighth grader skilled in computers, electronics, astronomy, meteorology, but he wants to know about Einstein's theory of relativity and the fourth dimension and matter versus anti-matter. Now obviously these are beyond the scope of an eighth grade curriculum and likely beyond the eighth grader teacher as well, certainly beyond the comprehension of a volunteer.

Our example and this specific case is a young man named Robert DeJonge, in 1987 an eighth grader at Safety Harbor Middle School, now a sophomore at East Lake High School, near Tarpon Springs. FL.

I was then and still am Bob's mentor in science programs, although lately I think Bob is tutoring me. I listen, ask questions, and act as a sounding board. Bob bounces ideas off of me.

Two years ago Bob theorized that, since there are four dimensions of matter, then maybe there should also be four dimensions of anti-matter in the anti-matter universe, and then maybe a ninth

or could be even a tenth dimension to pull all of these dimensions together into a unified concept. Isn't it interesting that 2 years later, now, nuclear physicists on the east and west coasts are probing in their laboratories for proof of the existence of these ninth and tenth dimensions?

With that, I would like to introduce you to Robert DeJonge.

Bob?

**STATEMENT OF ROBERT De JONGE, STUDENT, EAST LAKE HIGH SCHOOL, TARPON SPRINGS, FL**

Mr. DEJONGE. My name is Robert DeJonge. I'm a sophomore at East Lake High School in Pinellas County, FL.

The volunteer program is helping me realize my potential in fields such as electronics, physics, and meteorology. I have had the opportunity to work with Mr. Rowe during the eighth grade and during my sophomore year at East Lake.

We have worked on three projects together. The first was designing a solid state control system that would allow a computer or other lower-powered device to control a more higher-powered device like motors or any other higher-powered appliance.

The second was on figuring out how to manipulate some four-dimensional objects.

The third was the development of a computerized hurricane-tracking system that requires very little information to display a lot of information about the storm such as current position, estimated time of arrival, and probable land fall. The program worked well during Tropical Storm Keith.

Mr. Rowe has worked hard to get me opportunities for field trips. An example is Tampa Bay's Channel 13 weather station where I talked with Roy Leep, the local meteorologist. During that trip I was able to observe the new sky adapter installation which is the most powerful of its type in the world.

Trips like these are helping me decide the career direction that I wish to pursue in the future and is helping me make proper course choices for college.

The experiences Mr. Rowe and I have had have been good for both of us. I appreciate the fact that he is willing to give of himself. Each of us has had the opportunity to exchange ideas about things we have learned about.

Therefore, I highly recommend the volunteer program because it can provide valuable experience for many other students like myself. I hope to be able to continue work with Mr. Rowe in the mentor program next year.

Thank you.

Senator GRAHAM. Mr. Rowe, how did you become aware of the volunteer program in the Pinellas County schools?

Mr. ROWE. I'm trying to think. I don't know. I know that I encountered a very dynamic personality in Susan Ralston who was part of our staff in Pinellas. I guess she's upper Pinellas. Is that correct?

I met her some place and she was talking about looking for volunteers. Since I was only volunteering at other work 2 days a

week, I figured I might as well get into this as well. It's just sort of grown ever since.

But I think it's because of the dedication of this group that we have in our area. They have got out to AARP meetings and talked to senior citizens. They have gone into mobile home parks. In our own park, for example, they lined up in one meeting 8 percent of the people in the park to work on some basis as part-time volunteers. Well, now, 8 percent is pretty good. If you could do that in every park in the State, you'd have volunteers coming out of your ears.

Senator GRAHAM. Mr. DeJonge, within your school, how did you become aware that there was this opportunity of a senior tutor or mentor?

Mr. DEJONGE. Well, one day, because I was advanced in the study of mathematics and all that, one of the assistant administrators there, Mr. Krasner, called me into his office and introduced me to Mr. Rowe and told me a little bit about the volunteer program and how it could work for projects and exchange of ideas.

Senator GRAHAM. How many students in your high school are participating in this kind of a relationship? Do you have any idea?

Mr. DEJONGE. Well, in middle school I remember that there was one other student, Michael Grossman, who was also working on a few of the same things that I was, but I don't really know any other volunteer students that are in East Lake High School at this time.

Senator GRAHAM. Mr. Rowe, would you have any suggestions as to how we could reach out to more people like yourself who would like to participate and make it easier for them to do so?

Mr. ROWE. I think there are a lot of people out there that would love to do it if they just knew that volunteer services were not only needed, but their time would be welcome. I think it's a matter of education of people or information to people.

It's one of those things where you get a lot of bad headlines in the paper, and I think if the news media, if the television stations, if radio spot announcements could be made, it could be a tremendous thing to just make people aware that here is an opportunity. Why should everybody sit around at age 65 listening to their arteries harden? It doesn't make any sense.

There's a lot more you can be doing. I'd rather wear out than rust out, quite frankly.

Senator GRAHAM. I would say that you not only are avoiding suffering from listening to hardened arteries, but you're helping to open the minds of some very impressive young people. Thank you very much for your sharing this with us.

I would like to ask our final panel of participants today to come forward: Mr. Bill Michelson from Seminole County, accompanied by Ms. Lac Vo, a student at Lake Howell High School, and Ms. Elvena Holland, a volunteer from Ft. Myers.

While the final panel is coming forward, I would like to recognize the Coordinator of Volunteer Programs for the State from the Department of Education who has been extremely helpful to our staff in organizing this hearing today, Ms. Pam Lastowski.

Pam.

And someone whose name has come up several times already who has been extremely valuable asset at both the State and the national level, formerly worked closely with Senator Lawton Chiles and a close friend of the Florida volunteer programs, Mr. Bentley Lipscomb.

Bentley.

Mr. Bill Michelson is a volunteer from Seminole County. He is accompanied by a student with whom he has worked at Lake Howell High School, Ms. Lac Vo. Ms. Elvena Holland is a volunteer from Ft. Myers from Lee County.

Mr. Michelson.

**STATEMENT OF BILL MICHELSON, VOLUNTEER, SEMINOLE COUNTY, FL, ACCOMPANIED BY LAC VO, STUDENT, LAKE HOWELL HIGH SCHOOL, FL**

Mr. MICHELSON. I am glad to have the opportunity to see you face to face and to tell you that I admire you as a gentleman and leader of people. I think you're a fine Senator.

I became involved in volunteer work because I like to work. I like to work at work that I like to do. I don't enjoy work that I don't like to do.

I was watching television, public service television, in August 1982. I had retired in March 1982. By August, I had caught up with resting. I was getting itchy.

I saw this line run across the bottom of the screen: volunteers wanted by Seminole County. I knew where Seminole County was, but I had no idea what I was getting into.

I telephoned the number that was shown on the screen and I got in touch with Mrs. Shaffner. It was a Friday and she said, "Well, you're just in time. Monday we're having a large seminar in the school auditorium not far from here, Monday morning."

So I showed up at 9 o'clock. To my amazement, there were 250 women and I was the only male.

They were all female teachers. I don't know where the men were that day. They were playing hooky.

Finally, another man did show up, Mr. Bob Hughes, who is superintendent of schools in Seminole County. I felt like Robinson Crusoe had found Friday.

Several teachers came over to me and I explained why I was there. I was looking for some type of activity. The woman who persuaded me was a lady who was involved in ESOL, teaching English to Speakers of Other Languages. She was a young lady who had started this department just a few years before.

We had rapport. We both came from Brooklyn. That was very important to both of us, that we spoke the same language. She also spoke Spanish and Portuguese, which I didn't.

I liked words, I liked language, and I thought this would be a real challenge. I told the lady that I would show up at school and she gave me instructions and I followed her instructions. That's how I became involved in ESOL.

There are several reasons for being a volunteer teacher. One is it's a personal reason—I like to work, as I said, and I get a personal satisfaction out of being of importance to others and doing some-

thing. As Mr. Rowe said, he doesn't want to set there and rust away, and neither do I. I want to be able to feel that I still contribute something to society. That's my personal reason. I call it my internal or gratifying reason. It gratifies me.

With young people around me half of each day, I feel younger. As an aside, I can't understand why older people consistently live in an area which prohibits children living in the same community. I like to hear children laugh and carry on, and I would never go to any community or a mobile home park which prohibited the entrance of children. That's just contrary to me. I like young children.

Here's one of them. She's one of the many I've taught. I'm proud of her.

It gets me out of bed. It's always gratifying to start them off learning English. Some of them don't know the first word. The first two words we teach them, "Stand up," "Sit down," "Point," "Open the door," "Close the door," A year later here we have her.

I'm not the teacher; I'm only the helper, but my contribution is important.

What do I do? Well, I get up at 7 o'clock every morning. That's important when you don't have to. I get to school at 8:30. I stay in Lake Howell High School until 10:30. Then the teacher and I, the same teacher, Mrs. Linda Ramos—she's about 40 years old and I watched her from the first day she was a full professional teacher. Previous to that she had been a substitute and a volunteer like myself. I watched her mature. I'm telling you, it's wonderful to see a woman fumbling and asking me for the right words. Remember now, she speaks Spanish and she's of Hispanic origin. Her own vocabulary has expanded to where she never asks me a word anymore. She knows the English language as well as I do, and I'm a college graduate, but so is she.

But to see this evolve, this development of people around you and you're part of the growth, is very, very satisfying.

What do I do? Right now we have a class that has advanced from August, late August. The classes started late August, early September. The children have been learning. Some come with different levels of English.

We have two classes, ESOL I and ESOL II. ESOL I is for those who know little or no English. ESOL II is for those who know some English. They stay there for 2 hours. The ESOL II students only need 1 hour.

Now here we are in April and about a week ago we had two students from Puerto Rico come in and they speak no English. What does a teacher do who has all these advanced students? That's where I come in.

The three of us sit at a table and I quietly talk to these two young ladies and I'm trying to teach them English. I am teaching them English with pictures, words, spelling, pronunciation, sign language, body language. You name it, we do it. They are learning English. Next year they'll be fluent.

I participate in this development. I correct papers. I do not grade them. Mr. Ramos grades all the papers so that she's abreast with the development of each child. I note the errors in red ink. I correct misspellings or poorly composed sentences.

It is necessary to give aptitude tests to students singly so that the others don't hear what the tests are. These are tests required by the school system. I take the child out to the media center and give the test or, if it's a student who speaks no English or very little, Mrs. Ramos takes the child out and I conduct the class. So that we have this separation.

I've taken some of the kids to the baseball game. We watched the Orlando O's. That's the triple A—that's the Orlando Twins, not the big team.

We have an annual picnic at my house. All the students come. No Spanish is spoken. That's the predominant language, 80 percent. Everybody talks English because we have students who don't speak Spanish; therefore, English is the sole language.

My wife fixes hot dogs, fixes hamburgers, and we have a swimming pool, and it's a ball. Everybody is happy, jabbering. It's just music. It's just music—all in English because only English is spoken here. That's the rule—only English spoken here. When we hear Spanish—only English spoken here. We keep it in English.

Of course, once in a while we need Spanish, but when I'm teaching—I don't speak Spanish—I'm stuck; I can't get it across and I can't understand. So I will say to a student who speaks good English, good enough to understand me, and Spanish—I'll explain what I want the student to do or understand what I'm saying. I tell her in English; she turns around and talks to the student in Spanish. Ah, presto, we get that light.

That reminds me of a digression. At ESOL my wife and I took under our wing a Polish family. He's a Polish refugee, came 5 years ago. Our Lutheran church sponsored him, his wife, and his two children.

When he came into Orlando, got off the airplane, and found out it was a Lutheran church, he wanted to get back onto the airplane because he was never going to become a Lutheran. We had to assure him he didn't have to become a Lutheran; he could become a Catholic. He thought because the Lutherans sponsored him he had to become a Lutheran—no such thing.

Anyway, I learned enough from ESOL that I volunteered to teach the family English. My wife and I went over to the house. I'll never forget it. He opens the door; we shake hands, a big strong man.

He points to the Pope and he says, "Papa." My wife and his wife go into the kitchen and go through the refrigerator, and so forth. Anyway, that's beside the point.

We brought the family along and they speak English. They are self-supporting citizens, and they're becoming American citizens.

What else do I want to say before I go out of here? You want to spread the idea. My son teaches graphics in South Carolina and I tell him what I do. He says, "I wish I had a volunteer like you" because graphics is a job in which you move about. It's not a sit-down job. Everybody's working with his hands.

I don't believe there's any volunteer system in the State of South Carolina like we have in Seminole County. That's something you might think about.

What keeps me in my sixth year in this program? Each year we have an annual get-together, all the volunteers, and those who ac-

cumulate 200 hours of work get some kind of a—this is mine. It says, "William Michelson." This is mine.

I know time is out. That's my apple. That's my recognition from Lake Howell High School.

I think I have something to say—excuse me. The principal pinned that on me with a picture. What's so important? I'm recognized. That's all I want. I don't get a dime. I don't get a penny. Just acknowledge my presence and acknowledge the presence of every volunteer. Give them a pat on the back, way up on the back, not too far down. They'll come back for 6 years.

I think that's all I can say.

One more thing. I've got to say one more thing. DeeDee is the greatest. If you could find more of her in any county in the State, in the Nation, you'd have a program.

She has energy and vitality and enthusiasm. She gets the publicity. I've got lots I could say. I should have written it.

Senator GRAHAM. Bill, you're not without enthusiasm yourself, if I might say. Why don't you just have a seat and we'll hear from the rest of the panel.

Ms. Lac Vo is a junior at Lake Howell High School and has been a fortunate beneficiary of all that spirit of Mr. Michelson.

Ms. Vo.

## STATEMENT OF LAC VO, JUNIOR, LAKE HOWELL HIGH SCHOOL, FLORIDA

Ms. Vo. Yes. Hi. I'm a Lake Howell High School student.

I'm so happy that I'm here. I'm also happy that I was one of the volunteer students.

I remember 1 year ago when I came from Vietnam to the United States I could not speak a word in English. I was disappointed and so sad. It was hard for me to study and make friends with someone. I thought I was not going to be as good a student as I wished.

But it was amazing. I cannot believe that I can speak English now after 1 year in ESOL.

If someone asked me who helped me, I would say that Mr. Michelson did. Because of his help, I can almost be a good student in school. He's not my teacher, but the work he's done with me is more than a teacher. He was so helpful to me.

He taught me how to spell the right way or corrected my pronunciation. He helped me any time I asked him for help. He doesn't have to come if he does not want to, but he has come without complaining.

Now I am passing the ESOL class to take regular classes. I know now how ESOL was important to me because ESOL gave me the basics—how to read, write, and speak or understand English.

I want to say thank you to Mr. Michelson and to thank the other volunteers. They are doing important work to help immigrant students like me. We the foreign students will never forget him forever. Thank you.

Senator GRAHAM. Thank you, Lac.

Our final witness today again indicates the diversity of school volunteer activities. Ms. Elvena Holland has been active in the LAMP program in Lee County which particularly works with teen

mothers and their children to help the teen mother to finish their education.

Ms. Holland.

**STATEMENT OF ELVENA HOLLAND, VOLUNTEER, FT. MYERS, LEE COUNTY, FL**

Ms. HOLLAND. Thank you, Senator Graham, for the opportunity to speak at this hearing.

I appreciate this opportunity. With your permission, I would like to speak for 5 minutes. I would like my full statement to be included in the record.

Senator GRAHAM. It shall be.

Ms. HOLLAND. The students with whom I work and volunteer are in a crisis situation. They are pregnant teenagers. We at the Lee Adolescence Mothers Program, or LAMP, as it is known, have enabled 386 students who were pregnant teenagers to graduate from high school in the last 4 years.

During that time I have had the opportunity to encourage a number of students to stay in school. Having had to drop out of high school myself, I know how important it has been for me to finish high school and get my diploma, especially since I am now widowed and also handicapped.

I was very close to Paula Spearing, a student who attended LAMP. I met her family when they began attending my church at the time Paula was 6 months old. She grew up with my grandchildren and I was quite fond of her. In fact, my youngest grandson was smitten with Paula and I would have been pleased for him to have been able to have her as his wife.

Paula was a member of the LAMP chorus and sang a solo at the 1987 graduation. This chorus was fortunate to have a volunteer who directed the group.

As you can see, Senator, I do not have Paula with me. Paula was in a motor vehicle accident on September 10, 1987, which took her life.

On the day that Paula would have graduated from Mariner High School I attended a ceremony at that school during which a tree was planted and a plaque placed at its base in memory of Paula.

Paula was a petite, attractive brunette with a bubbly personality. She had many friends and took the lead in activities at our church.

Paula's mother is one of my dearest friends. She tells me Paula was glad I was at LAMP for she knew she had a friend there who did not judge her.

This young lady was impetuous. I remember once when there was a fire near the school, Paula and another student wanted to go see it. Fortunately, they were intercepted. I gave Paula a stern lecture because I did not want to see her suspended even for 1 day. I believe she respected me for the position I took because she knew I cared about her and her education.

Paula did get discouraged at one point and considered dropping out. To encourage her, I used my own experience of having had to drop out of high school and then go back and obtain my diploma. I explained to her how it made me able—the difference that I had the ability to have a career and make an impact on society, the

economy, instead of being one of those supported by the Government.

The students at LAMP are fortunate. A nursery is provided for infants up to 1 year of age. This nursery is staffed with a supervisor, several paid employees, and senior volunteers.

In the LAMP program, 2,297 hours were volunteered in the 1987–88 school year by 56 volunteers. Thirty-six of these volunteers were over 60 years of age.

Paula was able to nurse her son and attend summer school also because she was able to bring Bradley to the nursery. Paula took the Lamaze course through LAMP with her mother acting as her coach.

Once a week a health department nurse visits LAMP to examine the students, eliminating long waits at the health department and enabling the girls to receive more academic class time.

Throughout the year volunteer speakers on a variety of subjects are brought in for the assemblies. Job opportunities are discussed, always with the plan for these mothers to be able to support themselves and their babies.

Mrs. Andy DeRose, the principal of LAMP, has a good relationship with the media in Ft. Myers. It is not unusual for a TV Station to come out and film a story. A film, "Sweet Sixteen", has been made with a former LAMP student as its subject.

The principal makes presentations to various organizations who make donations that provide many items for the school and nursery that the Lee County School Board is unable to include in its budget. A number of senior ladies' organizations provide crocheted clothing for the babies.

One of the most impressive ceremonies one would ever be privileged to attend is the LAMP graduation. The students do not actually receive diplomas from LAMP. The diplomas come from their home school's graduation exercises. Last year one girl came all the way from Miami to participate in the graduation.

Although Paula was not with us to take part in last year's graduation, a song was dedicated to her and a bond was presented to her family for her son Bradley. Bradley has since been adopted by Paula's parents.

A palm tree has been dedicated to Paula with a plaque giving her date of birth and death. This is a reminder to us of a popular young lady who sought to and did continue her education by attending LAMP.

I am still in contact with Paula's family and her son and will continue to keep that relationship and assist with locating financial assistance which may be available for Bradley's education.

As a senior volunteer, I can tell you, Senator Graham, that my volunteer experiences have been most gratifying to me. Thank you for the opportunity to share my experiences.

[The prepared statement of Ms. Holland follows:]

SENATE HEARING
Conducted by: SENATOR BOB GRAHAM
Spanish River High School, Boca Raton, Florida
April 24, 1989

ORAL TESTIMONY

BY: Elvena Holland, Volunteer
101 Lucille Avenue
Fort Myers, Florida 33916
(813) 334-0517

FROM: Lee County Public Schools
2055 Central Avenue
Fort Myers, Florida 33901
Emma L. Dunmire
Volunteer Coordinator
(813) 334-8184

THANK YOU, SENATOR GRAHAM, FOR THE OPPORTUNITY TO SPEAK AT THIS HEARING. I APPRECIATE THIS OPPORTUNITY AND, WITH YOUR PERMISSION, WOULD LIKE TO SPEAK FOR FIVE MINUTES. I WOULD LIKE MY FULL STATEMENT TO BE INCLUDED IN THE RECORD.

THE STUDENTS WITH WHOM I WORK AND VOLUNTEER ARE IN A CRISIS SITUATION. THEY ARE PREGNANT TEENAGERS. WE AT THE LEE ADOLESCENT MOTHERS PROGRAM OR LAMP AS IT IS KNOWN, HAVE ENABLED 386 STUDENTS WHO WERE PREGNANT TEENAGERS TO GRADUATE FROM HIGH SCHOOL IN THE LAST FOUR YEARS.

DURING THAT TIME I HAVE HAD THE OPPORTUNITY TO ENCOURAGE A NUMBER OF STUDENTS TO STAY IN SCHOOL. HAVING HAD TO DROP OUT OF HIGH SCHOOL MYSELF, I KNOW HOW IMPORTANT IT HAS BEEN FOR ME TO FINISH HIGH SCHOOL AND GET MY DIPLOMA. ESPECIALLY SINCE I AM NOW WIDOWED AND ALSO HANDICAPPED.

I WAS VERY CLOSE TO PAULA SPEARING, A STUDENT WHO ATTENDED LAMP. I MET HER FAMILY WHEN THEY BEGAN ATTENDING MY CHURCH, PAULA WAS SIX MONTHS OLD. SHE GREW UP WITH MY GRANDCHILDREN AND I WAS QUITE FOND OF HER. IN FACT, MY YOUNGEST GRANDSON WAS SMITTEN WITH PAULA AND I WOULD HAVE BEEN PLEASED HAD HE BEEN ABLE TO HAVE HER AS HIS WIFE.

PAULA WAS A MEMBER OF THE LAMP CHORUS AND SANG A SOLO AT THE 1987 GRADUATION. THIS CHORUS WAS FORTUNATE TO HAVE A VOLUNTEER WHO DIRECTED THE GROUP.

AS YOU CAN SEE SENATOR, I DO NOT HAVE PAULA WITH ME. PAULA WAS IN A MOTOR VEHICLE ACCIDENT ON SEPTEMBER 10, 1987, WHICH TOOK HER LIFE.

ON THE DAY THAT PAULA WOULD HAVE GRADUATED FROM MARINER HIGH SCHOOL, I ATTENDED A CEREMONY AT THAT SCHOOL DURING WHICH A TREE WAS PLANTED AND A PLAQUE PLACED AT ITS BASE IN MEMORY OF PAULA.

PAULA WAS A PETITE, ATTRACTIVE BRUNETTE WITH A BUBBLY PERSONALITY. SHE HAD MANY FRIENDS AND TOOK THE LEAD IN ACTIVITIES AT OUR CHURCH.

PAULA'S MOTHER IS ONE OF MY DEAREST FRIENDS. SHE TELLS ME PAULA WAS GLAD I WAS AT LAMP FOR SHE KNEW SHE HAD A FRIEND THERE WHO DID NOT JUDGE HER.

THIS YOUNG LADY WAS IMPETUOUS. I REMEMBER ONCE WHEN THERE WAS A FIRE NEAR THE SCHOOL. PAULA AND ANOTHER STUDENT WANTED TO GO TO SEE IT. FORTUNATELY THEY WERE INTERCEPTED. I GAVE PAULA A STERN LECTURE BECAUSE I DID NOT WANT TO SEE HER SUSPENDED EVEN FOR ONE DAY. I BELIEVE SHE RESPECTED ME FOR THE POSITION I TOOK BECAUSE SHE KNEW I CARED ABOUT HER AND HER EDUCATION.

THE STUDENTS AT LAMP ARE FORTUNATE. A NURSERY IS PROVIDED FOR INFANTS UP TO ONE YEAR OF AGE. THIS NURSERY IS STAFFED WITH A SUPERVISOR, SEVERAL PAID EMPLOYEES AND SENIOR VOLUNTEERS. IN THE LAMP PROGRAM 2,297 HOURS WERE VOLUNTEERED IN THE 1987-88 SCHOOL YEAR BY 56 VOLUNTEERS. THIRTY-SIX OF THESE VOLUNTEERS WERE OVER 60 YEARS OF AGE. PAULA WAS ABLE TO TO NURSE HER SON AND ATTEND SUMMER SCHOOL BECAUSE SHE WAS ABLE TO BRING BRADLEY TO THE NURSERY.

PAULA TOOK THE LAMAZE COURSE THROUGH LAMP WITH HER MOTHER ACTING AS HER COACH.

ONCE A WEEK A HEALTH DEPARTMENT NURSE VISITS LAMP TO EXAMINE THE STUDENTS ELIMINATING LONG WAITS AT THE HEALTH DEPARTMENT AND ENABLING THE GIRLS TO RECEIVE MORE ACADEMIC CLASS TIME.

THROUGHOUT THE YEAR, VOLUNTEER SPEAKERS ON A VARIETY OF SUBJECTS ARE BROUGHT IN FOR THE ASSEMBLIES. JOB OPPORTUNITIES ARE DISCUSSED ALWAYS WITH THE PLAN FOR THESE MOTHERS TO BE ABLE TO SUPPORT THEMSELVES AND THEIR BABIES.

MRS. DEROSE, THE PRINCIPAL OF LAMP, HAS A GOOD RELATIONSHIP WITH THE MEDIA IN FORT MYERS. IT IS NOT UNUSUAL FOR A TV STATION TO COME OUT AND FILM A STORY. A FILM "SWEET SIXTEEN" HAS BEEN MADE WITH A FORMER LAMP STUDENT AS ITS SUBJECT.

THE PRINCIPAL MAKES PRESENTATIONS TO VARIOUS ORGANIZATIONS WHO MAKE DONATIONS THAT PROVIDE MANY ITEMS FOR THE SCHOOL AND NURSERY THAT THE LEE COUNTY SCHOOL BOARD IS UNABLE TO INCLUDE IN ITS BUDGET. A NUMBER OF SENIOR LADIES ORGANIZATIONS PROVIDE CROCHETED CLOTHING FOR THE BABIES.

ONE OF THE MOST IMPRESSIVE CEREMONIES ONE WOULD EVER BE PRIVILEGED TO ATTEND IS THE LAMP GRADUATION. THE STUDENTS DO NOT ACTUALLY RECEIVE DIPLOMAS FROM LAMP. THE DIPLOMAS COME FROM THEIR HOME SCHOOL'S GRADUATION EXERCISES. LAST YEAR ONE GIRL CAME FROM MIAMI TO PARTICIPATE IN THE GRADUATION.

ALTHOUGH PAULA WAS NOT WITH US TO TAKE PART IN LAST YEAR'S GRADUATION, A SONG WAS DEDICATED TO HER AND A BOND WAS PRESENTED TO HER FAMILY FOR HER SON, BRADLEY. BRADLEY HAS SINCE BEEN ADOPTED BY PAULA'S PARENTS.

A PALM TREE HAS BEEN DEDICATED TO PAULA WITH A PLAQUE GIVING HER DATE OF BIRTH AND DEATH. THIS IS A REMINDER TO US OF A POPULAR YOUNG LADY WHO SOUGHT TO AND DID CONTINUE HER EDUCATION BY ATTENDING LAMP.

I AM STILL IN CONTACT WITH PAULA'S FAMILY AND HER SON AND WILL CONTINUE TO KEEP THAT RELATIONSHIP AND ASSIST WITH LOCATING FINANCIAL ASSISTANCE WHICH MAY BE AVAILABLE FOR BRADLEY'S EDUCATION.

AS A SENIOR VOLUNTEER, I CAN TELL YOU, SENATOR GRAHAM, THAT MY VOLUNTEER EXPERIENCES HAVE BEEN MOST GRATIFYING TO ME. THANK YOU FOR THIS OPPORTUNITY TO SHARE MY EXPERIENCES.

Senator GRAHAM. Mr. Michelson, had you had any previous experience as a linguist teacher before you became involved with this program?

Mr. MICHELSON. No. I went to Columbia University in New York with the idea of going to undergraduate school for 2 years and then to the Poolicist School of Journalism, which then was a top school in the United States. That's back in the 1930's. I wanted to go into journalism.

Well, unfortunately, I fell in love and the school changed its curriculum. They changed while I was an undergraduate to 3 years pre-college and then 2 years in the school of journalism. I said, "Oh, my God, 5 years." I had fallen in love with this young lady with whom I recently celebrated our 50th wedding anniversary, so it was the real thing.

So I wanted to get out in the working world. What I've always been attracted toward—and I like language, I read, and that's what it's like.

Senator GRAHAM. While you were a school volunteer, you were provided with the requisite skills as to how to serve as an English as a second language mentor; is that correct?

Mr. MICHELSON. Yes. I cut articles out of newspapers. William Safire occasionally is featured in the Sentinel, and he discusses words. Newman, the ex-NBC commentator, and then there's another fellow who diagnoses words, the origin, and he breaks them up into various meanings, when to use "less" and "more", and so forth. I would bring those into the classroom. Some of them are too sophisticated, but I still love words.

The other day there was an article in the paper about a new dictionary, 250,000 words. I think it weighs 25 pounds. It took years and years and years to put together. It will cost $25,000 to buy. It's the ultimate in dictionaries. It has every word in it—naughty words, cuss words, slang words, you name it. It's in the English language.

I admire the English language, too, because I think it's the greatest of all and it's the language of the future because in Europe, English is a second language and it's being taught in what we call grammar school, the first grades. When you travel in northern Europe, you are comfortable because everybody will speak your language. You can't speak theirs, but they'll speak yours.

The international language in air travel is English. All pilots and co-pilots and tower directors, controllers, speak in English. All directions in navigation are spoken in English.

We have the greatest language in the world.

Senator GRAHAM. Thank you, Mr. Michelson.

Ms. Holland, you indicated there were 56 senior volunteers working in the LAMP program in Lee County?

Ms. HOLLAND. I didn't understand you.

Senator GRAHAM. How many senior volunteers are working in the LAMP program?

Ms. HOLLAND. At the moment I would have to guess because I don't know. Probably at the moment five.

Senator GRAHAM. How did you become aware of this program?

Ms. HOLLAND. I retired in 1985. In 3 weeks I was ready to climb the walls. So I called the volunteer program, and LAMP was

within 2 miles of my home. So it meant there was very little travel and I could have my own hours as I wished. I just fell in love with the students and the staff.

To me, these people have told how great their mentors, their coordinators are, but, to me, Mrs. Ann DeRose, they couldn't find a better principal in the State of Florida. She goes out of her way, far and above the call of duty, to go out and speak to groups—some donate funds; some donate clothing, various things, or maybe a group will pick up a tab for a meal, this type of thing, that the girls can have things that they could not ordinarily have.

I have to applaud her because she is one great woman.

Senator GRAHAM. Wonderful.

Ms. Vo, are you able now, through the assistance of Mr. Michelson and the others at your school, to be mainstreamed; that is, take your curriculum in English?

Ms. Vo. Oh, yes, it's easy for me now.

Senator GRAHAM. It is easy for you now?

Ms. Vo. Yes.

Senator GRAHAM. Maybe you could be a role model for students of all linguistic backgrounds.

Mr. Michelson.

Mr. MICHELSON. What's a marvel to me is that we take these students who speak no English and we just throw them into school and let them sink or swim. That's the way we do it. Evidently it works because they all survive and they swim.

But I would have thought we would put them in an English only class for 3 or 4 months, or whatever time it took, but, no, we throw them into the mainstream. When you used "mainstream," it reminded me. That's how it works.

I admire these children for their ability to pick up the language so quickly. I wasn't very good at French myself.

Senator GRAHAM. Thank you very much.

You have made a great contribution to our hearing. I wish you well in your future. I imagine that you will have a very happy future with the option to take advantage of many opportunities.

Ms. Vo. Thank you.

Senator GRAHAM. Thank you. Best wishes.

Mr. MICHELSON. Thank you, sir. Thank you for the opportunity to speak to you, too.

Senator GRAHAM. I want to express my appreciation again to all of you who have helped to make this extremely informative, particularly to those of you who participated. We have just today been able to scratch the very top of the surface of a tremendous number of volunteers across our State and Nation who are making similar contributions to the enhancement of education of young people as well as receiving the personal rewards and gratifications that have been spoken of with such eloquence today.

I thank you very much. You will make a significant contribution in our efforts to carry this cause to the Nation. I appreciate what you have done and what you will do. Thank you.

The hearing is adjourned.

[Whereupon, at 3:45 p.m., the committee recessed, to reconvene at the call of the Chair.]

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